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ABSTRACT

This study examines the use of teacher and student humor in the English-as-a-Second-Language (ESL) classroom. A summary and synthesis of previous research on theories of humor, humor and its use in society, and applications of humor revealed its importance as an object of study. An analysis of audiotaped transcripts of samples of ESL classes yielded the following results: (1) approximately one-third of all classroom humor is student-initiated; (2) student humor was similar from class to class, while teacher-initiated humor varied considerably; (3) both students and teachers used exaggeration, contrast, and emotion, although students used exaggeration far more than any other kind of humor; and (4) students laugh at the vast majority of humor in the classroom, though they are more inclined to laugh at humor initiated by their peers than by their teachers. (Author/JL)

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THE USE OF HUMOR
IN THE ENGLISH AS A SECOND LANGUAGE CLASSROOM

A thesis submitted to the faculty of
San Francisco State University
in partial fulfillment of the
requirements for the
degree

Master of Arts
in
English: English as a Foreign/Second Language

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I certify that I have read THE USE OF HUMOR IN THE ENGLISH AS A SECOND LANGUAGE CLASSROOM by Denise Faith Selleck, and that in my opinion this work meets the criteria for approving a thesis submitted in partial fulfillment of the requirements for the degree: Master of Arts in English: English as a Foreign/Second Language at San Francisco State University.

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THE USE OF HUMOR
IN THE ENGLISH AS A SECOND LANGUAGE CLASSROOM

Denise Faith Selleck
San Francisco State University
1991

This study examines the use of teacher and student humor in the English as a Second Language (ESL) classroom. A summary and synthesis of previous research on theories of humor, humor and its use in society, and applications of humor revealed the importance of humor as an object of study. An analysis of audiotaped transcripts of samples of ESL classes yielded the following results: (1) Approximately one-third of all classroom humor is student-initiated. (2) While the amount of student-initiated humor was similar from class to class, the amount of teacher-initiated humor was found to vary considerably. (3) Both students and teachers used Exaggeration, Contrast and Emotion the most, although students used Exaggeration far more than any other kind of humor. (4) Students laugh at the vast majority of humor in the classroom, though they are more inclined to laugh at humor initiated by their peers than by their teachers.

I certify that the Abstract is a correct representation of the content of this thesis.

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(Chair, Thesis Committee) (Date)

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INTRODUCTION

> "The funniest thing about comedy is that you never know why people laugh. I know what makes them laugh, but trying to get your hands on the why of it is like trying to pick an eel out of a tub of water." W. C. Fields

During my time at San Francisco State University in the MA-Teaching English As a Foreign or Second Language (MA-TEFL) program, I noticed how much humor was involved in the teaching of English as a Second Language (ESL). I saw it in my observations of various kinds of ESL classes; I noted it in suggested classroom activities and pedagogical techniques; I found it in many materials developed for ESL students. Textbooks reflecting a communicative approach for adult language learners today include more jokes and cartoons than most other language teaching texts (Safadi, 1988).

Long interested in the study of humor, I became curious about how humor worked in the ESL classroom. I wondered what types of humor were most widely used there, and what kinds of comprehension problems, if any, were caused by cross-cultural differences. I speculated if it was possible that the use of humor could actually foster language learning, or if the use of the wrong kind of humor could inhibit it. I wondered if humor could be used deliberately as a pedagogical tool.

Because of my interest in this subject and because preliminary research indicated that nothing had yet been written on it, I decided to investigate the use of humor in teaching ESL. In consultation with my faculty advisors I decided to limit my research to the use of humor by teachers and students, excluding humor used in ESL texts and materials.

Early on in this project several people attempted to dissuade me from this subject. Raskin (1987) and other humor researchers have also commented on the difficulties of having their research taken seriously. Some discourage the study of humor in the widespread and apparently unconscious belief that nothing enjoyable is a respectable subject for an academic field (Raskin, 1987). In fact, most researchers seem more comfortable investigating negative mental states and emotions like hostility, aggression, anger, greed, depression and anxiety than they are studying positive ones, such as humor (Kelly, 1983).

However, the fact that laughter and humor do not involve a serious attitude does not mean that they are unimportant features of life (Morreall, 1983), and humor research is slowly becoming accepted in the fields of philosophy, psychology, anthropology, sociology, and linguistics to name a few.

While it is simple to name someone who is humorous and someone who isn't, it becomes much more difficult to define humor itself. Speculation on just what humor is dates back to Aristotle and reached its peak in the 19th century and first half of the 20th century (Apte, 1985) and continues today. I discuss some of the more widespread humor theories in Chapter 1.

Some people have a sense of humor and others don't, but everyone has the propensity for humor (Raskin, 1985a). Laughter can be heard in most societies though its exact meaning may differ from occasion to occasion and from culture to culture (Raskin, 1985a). In Chapter 2 I look at both universal and culture-specific humor.

To better understand the function of humor in the ESL classroom, it is useful to look at its use in other disciplines. Chapter 3 examines how humor is used in mental and physical health, the workplace, public speaking and in the native language classroom.

Chapter 4 describes my research in the ESL classroom and my findings from that research, and Chapter 5 discusses the implications of this research in teaching English as a Second Language.

CHAPTER ONE: DEFINITIONS OF HUMOR

> "Humor can be dissected, as a frog can, but the thing dies in the process and the innards are discouraging to any but the pure scientific mind."
> E. B. White

The concept of humor has been dissected by philosophers and psychologists over the past two thousand years, yet no unified theory of humor exists nor does anyone really understand how humor works (Raskin, 1985a). In fact, there are over 600 definitions of humor and nearly 100 theories on the factors which produce it (Cummings, 1987; Ziv, 1988). This confusion stems from the fact that humor is a hypothetical construct -- it involves a wide range of human values that include aesthetics, morals, ethics, logic, and imagination -- so it cannot be scientifically isolated or directly measured (Cummings, 1987). And because these values vary considerably among individuals and societies, it is doubtful that any one theory of humor will ever gain general acceptance (Chapman & Foot, 1976).

To further complicate matters, some humor researchers have used the terms humor and laughter interchangeably while others have argued that one is the cause, one the effect. Others maintain that laughter is irrelevant to the study of humor and vice versa because each can be experienced independent of the other (Chapman & Foot, 1976). Nonetheless, laughter is our primary measurement of humor, and for this reason the phenomenon of laughter requires some discussion.

LAUGHTER

Although many associate laughter solely with humor, people also laugh in ignorance, anxiety, derision, embarrassment and apology. We laugh in amazement (as when watching a magic trick) and when we solve a puzzle or win a game. We laugh when we regain safety after being in danger and when we run into an old friend. We laugh when anticipating some enjoyable activity or recounting a past one. We laugh for social reasons (as when a potential employer tells a joke we find offensive) and as a physical response to being tickled (Giles & Oxford, 1970; Morreall, 1987).

Most consider the physical phenomenon of laughter -- which includes muscle contractions and diaphragmatic spasms and involves the jaw, eyes, nostrils, and tongue, to name but a few components of this complex process -- to be an exclusively human attribute. Others, most notably Darwin (1873), regard it as a response common to the apes (Ziv, 1988; Chapman & Foot, 1976). Due to its physical nature, laughter can easily be scientifically investigated and defined.[1] Researchers have found that laughter can be both an involuntary response (when being tickled) and a voluntary

---

1) One fanciful definition from Wasson in 1926 is: "Humor is something which causes a tickling of the brain and laughter was invented to scratch it." (Chapman & Foot, 1976).

or learned response. Just as we can cough whenever we wish, we can perform laughter independent of any physical or mental stimulus (Morreall, 1987).

Some experts feel that laughter takes the physical form it does -- baring teeth -- because it was originally a physical challenge or threat to an enemy (Morreall, 1983; Rapp, 1951). According to some (Morreall, 1983; Rapp, 1951), this evolution, from a primitive challenge to the multifaceted uses of laughter today, parallels that of humor.

THEORIES OF HUMOR

A brief survey of six theories of humor/laughter reveals overlapping components, none of which are mutually exclusive. For simplicity's sake, I will illustrate these theories with jokes rather than observed classroom humor incidents which need to be put in context. Examples of classroom humor will be presented and discussed in Chapter 4.

The humor research that has been done has, for the most part, been carried out in the United States and other Western countries; at a recent humor conference, 3 percent of the world's nations furnished 98 percent of the participants. There were no representatives from countries such as China, the Soviet Union and India (Cummings, 1987).

Therefore, the frameworks and generalizations which follow may not apply to humor use in non-Western countries.

Superiority Theory

> Mendelson is dying. "Call the priest," he says to his wife, "and tell him I want to convert." "But, Max, you've been an Orthodox Jew all your life. What are you talking about, you want to convert?" "Better one of them should die than one of us." (Raskin, 1985b)

The Superiority Theory of humor states that we laugh at people or situations because we feel superior to them. First posited by Plato and Aristotle, this theory of humor is the oldest and one of the most widespread. It was later expanded and refined by Thomas Hobbes (Morreall, 1983; Raskin, 1985b).

In the beginning, the story goes, human humor ability was an instinct important for the survival of the species (Darwin, 1873). According to Rapp (1951), the single source from which all modern forms of wit and humor developed is the roar of triumph in an ancient jungle duel between two battling sub-human savages. Upon winning, the victor let out an uncontrolled blood-curdling laugh. The kin on the sidelines laughed also, a vocal signal that they could relax with safety as well. As time went on, they laughed, too, at the injuries of the defeated person. In time, people began to laugh at any mark of deformity which indicated that a person had been or would be defeated. As humans evolved, people laughed at other physical misfortunes. (Rapp, 1951). In the Middle Ages and after, the privileged amused themselves with dwarfs, the deformed, the disabled and the dimwitted. Fools became coveted members of any well-regarded household (Selleck, 1990). And in Voltaire's day it was common for the rich to amuse themselves by taking a coach to an insane asylum to taunt the inmates (Rapp, 1951).

At the same time, however, people began to laugh at cognitive rather than physical battles, battles of wit. Early riddle competitions, speculated Rapp, were serious, their purpose to establish mental superiority. Soon these battles began to be staged more for the laughter which they provoked than as a result of anger and personal rivalry. Besides riddles, the weapons in these verbal duels now took the form of conundrums, puns, repartee and other forms of verbal humor.

Proponents of the Superiority Theory argue that humor today is still based on feelings of superiority, both physical and cognitive. The urge to ridicule others for their flaws is an active impulse in children, an impulse which never gets trained out of most people despite many kinds of pressure (Rapp, 1951). Some humor professionals, like Don Rickles, base their entire livelihood on ridicule as do many popular television sitcoms (Morreall, 1983). Ethnic or occupational humor, such as Polish and lawyer jokes, do so as well.

Not only do we laugh at what we feel superior to, we laugh at what is superior to us. By doing so, we put ourselves in the top position. When we joke about death and illness, often called black or gallows humor, we make them less terrible (Ziv, 1988). When we laugh at ourselves in self disparagement, we become superior to our own failings.

Opponents of this theory argue that superiority alone is not funny. Employers feel superior to their employees, military officers feel superior to soldiers, teachers to their students, but there is nothing amusing in that emotion. No one has yet figured out what ingredient in addition to superiority must be present for something to be conceived as humorous. (Feinberg, 1978; Morreall, 1983).

Aggression Theory

> Why don't they have Driver's Education and Sex Education on the same day in Iraq? Because the camels need a rest.

Closely related to the Superiority Theory, some say overlapping, is the Aggression Theory of humor. Proponents claim that humor is primarily an expression of human aggression. They, too, turn to the teachings of Plato, Aristotle and Hobbes (Raskin, 1985b). They also look to Darwin's conclusions that human laughter is largely aggressive and that the smile may be the vestigial remnant of our savage ancestors' snarl (Feinberg, 1978). And Freud (1976) incorporated aggression into his Release Theory (discussed below). Advocates maintain that most people feel aggression occasionally. Since true aggression in most societies is often repressed (Feinberg, 1978), humor replaces less civilized outlets for violence and aggression, such as physical combat or war, while still venting malice (Raskin, 1985b). Therefore, aggression is acceptable when the pretense is humor.

Just as our ancestors did many thousands of years ago, we continue to laugh when we "defeat" an enemy. Sometimes our battles are still physical, as with slapstick, practical jokes or the teasing of a child. Mostly they are verbal: witty insults, malicious practical jokes, twisted language, disparaging comparisons, the truth at a socially inconvenient moment, or laughter at misfortunes, ignorance, defects. Our most popular form of verbal humor today, jokes, usually take on some enemy. The joke cited above was one of many anti-Iraqi jokes circulating during the Gulf War. These jokes took on a national enemy, but the enemy is often more personal -- our mother-in-law, boss, or society itself, that forbidding adversary which imposes its cultural, ethical, behavioral and linguistic norms on us (Feinberg, 1978; Raskin, 1985a). In all these, aggression is the common denominator (Feinberg, 1978).

Most successful humorists have no illusions about the nature of humor. Al Capp stated on several occasions that the essence of humor is man's inhumanity to man. Will Rogers wrote: "Everything is funny, as long as it is happening to someone else." The comedy of both Don Rickles and Rodney Dangerfield is based on aggression, with the former being the victimizer, the latter the victim (Feinberg, 1978).

Most acts of aggression don't have humor potential.[2] Although one of the theory's proponents, Dr. Edumund Bergler, insists that every time people laugh they express a guilt-ridden need to get revenge against society (Feinberg, 1978), it is doubtful that everyone who ever told a joke or enjoyed a pun seeks revenge against society.

Incongruity Theory

> "I don't know if I believe in an afterlife, but I'm taking a change of underwear." (Woody Allen quoted by Raskin, 1985b)

Introduced by Aristotle, the Incongruity Theory of humor was developed by Kant and Schopenhauer in the 18th and 19th centuries. This theory, another popular explanation for the phenomenon of humor, posits that humor is an intellectual reaction to something that is unexpected, illogical or inappropriate. We live in an orderly world and expect certain patterns among things, properties, events. When we see something inconsistent, unsuitable or incongruous with these patterns, it violates our expectations and we laugh. We are led along a certain path of comprehension and then are abruptly switched to another path (Feinberg, 1978; Morreall, 1983, 1987; Raskin, 1985b). There must be a

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2) Feinberg, a fervent proponent of this theory, maintains that aggressiveness is funny only if it is softened by playfulness. I think it could be argued, however, that jokes such as the one introducing this section, involve very little playfulness.

degree of similarity, however, between these patterns in order for us to perceive the incongruity (Raskin 1985a). For example, we might laugh at a place setting of a fork and a hacksaw but probably wouldn't if it were a fork and pencil.

We laugh at inferior incongruities only, never at superior ones -- never at the fastest person, only the slowest; never at the beautiful, but at the deformed. Thus some advocates of the Aggression Theory maintain that incongruity alone is not enough to create humor. There must also be an element of aggression against the pretenses of tradition to be amusing (Feinberg, 1978).

Proponents state that while this theory may not explain all forms of laughter, it is involved, to some extent, in all forms of humor (Morreall, 1983). However, all incongruity doesn't result in humor; other kinds cause fear, shock or disgust (Feinberg, 1978). For example, finding a pumpkin in your bed is incongruous and funny, finding a horse's head there is also incongruous but a very serious matter indeed (Morreall, 1983).

Relief/Release Theories

> "A genie grants one wish to an older woman. The woman requests that her male cat be transformed into a prince. Once the miracle is performed, the prince says to her with a quavering voice, "Now aren't you sorry you had me altered?" (Raskin, 1985b)

There are several theories based on release or relief. All claim that laughter provides relief for mental, nervous and psychic energy that is usually employed for some psychic purpose but which turns out not to be needed. The physical discharge of this superfluous energy is laugher which restores balance and calm after struggle, tension or strain. Spencer originally formulated this theory, comparing the steam released from a safety valve to laughter (Morreall, 1983).

Freud, influenced by Spencer, later devised the best-known of the release theories. Not surprisingly, it relates humor to the sexual drive. In joking, we save energy that is normally used to suppress forbidden feelings and thoughts (Morreall, 1983). Jokes and other forms of verbal humor let into our conscious minds forbidden thoughts and feelings which society has forced us to suppress. There are aspects of sexual repression in most cultures, so when someone breaks the taboo, forbidden thoughts are called up and some of the sexual energy which has been repressed is released through laughter (Morreall, 1983). Laughter occurs when someone experiences heightened arousal but then evaluates the stimulus as safe or inconsequential (Raskin, 1985b). In absurd humor, nonsense humor, and word play, we are allowed a momentary feeling of freedom by twisting the rules of logical thinking, thus releasing some of this unspent energy (Ziv, 1988). This theory might account for why we groan, rather than laugh, when we hear a pun. According to

Grotjahn (1957), this is because puns do not liberate enough repressive energy to make us really laugh.

But it isn't just our mental and psychic energy that is released in laughter; our unspent physical energy is too. Emotions take the form of nervous energy in our nervous systems which causes muscular action, as in the case of fight or flee. Emotions also cause laughter in less extreme situations. For example, a teacher panics because she thinks she has left her class work at home, then laughs when she finds it on her desk.

We can't attribute all humor to repressed energy. If that were the case, we would only laugh at jokes or other humorous incidents when we had excess nervous energy built up. There may, however, be some physical connection between laughter and the relief of nervous tension (Morreall, 1987).

Ambivalence Theory

> "Here is twenty cents. Go telephone all your friends."
> (Feinberg, 1978)

While the Incongruity Theory is based on contradiction external to an individual, the Ambivalence Theory is based on internal conflict. We laugh when we hear or see something which produces opposing emotions within us. The above joke illustrates the maximum contrast between aggression and playfulness (Feinberg, 1978). According to Feinberg (1978), there is always an element of ambivalence in humor ranging from the minimum amount found in a pun to the maximum contrast between aggression and playfulness in a witty insult. Psychologist J. Grieg (1923) wrote that the ambivalence of humor comes from the conflict between sexual desire and repression of that desire. Others have suggested that one of the essential elements in laughter is the jostling of one feeling against another, the fact that in humor we feel great and small at the same time, and from the continuous conflict between spontaneous desires (nature) and socially imposed restrictions (culture) (Feinberg, 1978). According to (Milner, 1972) humor-based laughter is a kind of safety device that warns us when we stretch beyond the safety limit in the direction of either culture or nature and are in danger of losing our human equilibrium. When this happens, something about ourselves or others will strike us as being ludicrous (Milner, 1972).

Opponents of the Ambivalence Theory claim that not all incidents of ambivalence result in humor; often the result is anxiety, depression or agony. In addition, no two scholars agree on which combinations of conflicting emotions cause a humorous reaction (Feinberg, 1978).

Psychological Shift Theory

> "You've got a spider in there the size of a Buick. Definitely a major spider." (Woody Allen in Annie Hall, quoted by Morreall, 1987)

Philosopher John Morreall (1987) incorporates aspects of the Superiority, Incongruity and Release/Relief Theories into his Psychological Shift Theory which he believes accounts for all cases of laughter. This theory states that all laughter results from a pleasant psychological shift or sudden change. This change might be from a serious state of thinking about things to a non-serious state, from positive feelings replacing negative ones, or from the release of suppressed feelings. This change must be sudden so we cannot smoothly adjust to what we are experiencing, and the change must be pleasant. An unpleasant psychological shift, such as learning of the death of a loved one, does not make us laugh.

The Woody Allen joke cited above illustrates this theory. By comparing a spider to a Buick, Allen shifts categories from physical objects of different sizes to that of cars. If he had just said "You've got a spider in their the size of a car," He would have been merely exaggerating the spider's size. But by using a specific brand name, he takes us into the realm of motor vehicles. For something to be as big as a Buick, it has to be a car or something of the kind. Since spiders are not in this category at all, we undergo a psychological shift which results in laughter. Allen causes us to make still another shift by calling the spider "major." In taxonomy, spiders categorized as major would be larger than other spiders, but Allen's emphasis of the word indicates that it is more than that. He means it is of great importance, along the lines of a major earthquake. Since most ordinary spiders do not deserve this dubious honor, we undergo a sudden, pleasant psychological shift.

CONCLUSION

As we have seen, these six theories of humor -- Superiority, Aggression, Incongruity, Release/Relief, Ambiguity and Psychological Shift -- are not mutually exclusive. The Ambivalence Theory incorporates sexual repression, the Superiority, Release and Ambivalence theories all accept implicitly or explicitly the presence of aggression, and so on. Each makes a good partial explanation of most Humor Acts (HAs), a term I have coined to cover all types of humor discourse -- jokes, wisecracks, word play, physical behavior, etc.

Regardless of what motivates us to create and respond to humor, people everywhere use it. Sociologists and anthropologists have studied the role and function of humor in various cultures, and linguists have studied the kind of language used in Humor Acts. Chapter Two looks at some of their findings.

CHAPTER TWO: HUMOR AND SOCIETY

> A man was asked why he wasn't crying during a sermon which had everyone else in tears. "I'm not from this parish," he answered.

Humor involves communication between at least two people -- either directly or indirectly. We never tell ourselves jokes aloud or play jokes on ourselves, and we seldom laugh alone. Most sociologists of humor believe that Humor Acts only become Humor Acts because of the social responses to them (Fine, 1983). Therefore, engaging in Humor Acts should be considered a community activity.

However, people need a sense of that community or at least an understanding of it to appreciate the humor of the community (de Sousa, 1987). This community can range from all humans to those in a particular culture to those in a small group. It can be a temporary community -- such as people waiting in line at the supermarket -- or a permanent one.

Community members are aware of the rules of humor just as they are the rules of discourse. These rules require that a Humor Act be comprehensible to the group. Humor about a subject the group is not familiar with will not be successful (Fine, 1983). Members of the community must know the meaning of a word or concept or understand that a thing or word or occurrence can be categorized in more ways than one simultaneously before its misuse will trigger a laugh (Raskin, 1985a; Rosten, 1972). The rules of humor call for a Humor Act to be functional, supporting a goal toward which members are striving, and to be appropriate in light of the relationships in the group. (Humor typically supports the status hierarchy of the group.) Finally, the rules dictate that a Humor Act be triggered by shared community schema (Fine, 1983).

Raskin (1985), elaborating from Grice, adds that Humor Acts must also conform to the four maxims of humor: The maxim of quantity stipulates that the speaker give exactly as much information as is necessary for the Humor Act. The maxim of quality demands that the speaker say only what is compatible with the world of the Humor Act. The maxim of relation specifies that the speaker say only what is relevant to the Humor Act, and the maxim of manner designates that the speaker perform the Humor Act efficiently.

Community members must also understand paralinguistic behavior. Certain gestures and facial expressions enhance humor (Fry, 1985). For example, in many societies a pejorative remark accompanied by a wink or a smile is obviously intended as teasing or joking. The greater the contrast between speech and its accompanying paralinguistic and nonverbal cues, the easier it is for participants to identify the intentions of the speaker (Apte, 1977). If these cues are missing, the Humor Act can be misunderstood.

If the community's understood rules of humor are violated in any way, people will be puzzled or upset. If the rules are wildly distorted, the result may be tragic rather than humorous (Niedzielski, 1989). On the other hand, a Humor Act conforming to the rules and maxims of humor outlined above and accompanied by appropriate paralinguistic behavior will not only be successful (i.e., result in laughter) but will also serve to strengthen in-group solidarity and identification (Boskin, 1988). In fact, laughter itself produces a cohesive effect (Morreall, 1983).

UNIVERSAL HUMOR

Very little cross-cultural research on humor has been done (Apte, 1977), and in the work that has been done there has been a tendency for researchers to generalize from Western culture to others (Goldstein, 1977). Nonetheless, researchers have speculated that all humans share certain types of humor.

All humans have a need to relax and act silly occasionally (Morreall, 1983). There is no society in which humor has not been reported to exist, and the techniques of humor -- incongruity, superiority, surprise, exaggeration, local logic -- have been found to be the same. These are cognitive elements and thus do not differ nationally or culturally (Raskin, 1985b). Likewise the physical results of humor are universal. People smile in all cultures (Fine, 1983), and laughter is often described as central to human nature (Raskin, 1985b; Goldstein, 1977; Morreall, 1983). In fact, according to Apte (1977), Darwin concluded that laughter and smiling are universal human expressions of joy. (This theory, however, is a subject of debate among social psychologists and anthropologists.)

In all societies studied, it appears that casual rather than formal language is used for humor. In societies with diglossia, speakers principally use the low variety for humor. For example, in Tamil movies buffoons use the spoken or lower variety of the language while the hero or heroine uses the literary or higher variety (Schiffman, 1978). Likewise, in bilingual or bidialectal societies, specific dialects or languages are perceived as more suitable media for humor than others (Apte, 1977). In bilingual Paraguay, the Indian language Guarani is considered more suitable for humor than Spanish, and in bidialectal Norway local dialect is used for humor, while standard dialect is reserved for more serious matters (Rubin, 1968).

Universal humor appears to deal with the most fundamental sorts of behavior because, as research shows, familiar themes are perceived as more humorous than unfamiliar themes (Goldstein, 1977; Macdonald & Sarkodie-Mensah, 1988). At its lowest level, humor seems to be the same in all cultures -- laughter at physical deformity, mental deficiency, social ignorance, victims of embarrassing situations (Feinberg, 1978). The fool has played an important part in virtually all cultures (Charles, 1945; Durant & Miller, 1988; Morreall, 1983). Physical comedy, slapstick, is understood by all people (Kissell, 1989). Satire appears in every society, as does mockery (Apte, 1977; Feinberg, 1978). People in all societies laugh at the victims of scatological swearing, and sexual humor is easily understood across cultures (Feinberg 1978). Jokes told about the stupidity of some other group -- often citizens of a neighboring country or region (Davies, 1988) -- have a near-universal popularity (Durant & Miller, 1988). Cartoons are international (Gliner, 1988). Humorists use word play in all cultures (Feinberg, 1978). [1] Many jokes travel around the world, translated into various languages in almost identical form in places where problems are similar (Claire, 1984).

CULTURAL DIFFERENCES OF HUMOR

> A Plains Indian had just placed food on a new grave when a white man looking on jocularly asked, "Do you expect the dead man to come up and eat that food?" to which the Indian responded, "As soon as your dead come up to smell the flowers you place on their graves." (An anecdote from Margaret Mead as quoted in Morreall, 1983)

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1) A man who left the People's Republic of China in the 1950's reports that all schoolboys had to assemble to recite the sayings of Chairman Mao. Some of the more irreverent students pronounced "Long live Chairman Mao" with a slight change of tone so that the sound which came out means "Slowly get sick" (Feinberg, 1978).

Despite the many similarities in humor use across cultures, there are many more differences. The substantive nature of humor varies across cultures. An individual who is not a member of a specific culture or who has not internalized its behavioral patterns and value system may not experience humor, lacking the necessary standard for comparison (Apte, 1977). Therefore, if people do not share the same schemata, they will fail to appreciate each other's humor because they don't have the same world view. Thus, it is only people with similar perceptions and the same community understanding who laugh easily at the same Humor Acts (Irving, 1984). That is why humor so often balks at national frontiers and dies away with the passage of time (Grieg, 1923) and why it is difficult to translate humor (Boskin, 1988). The joke about the man from another parish which introduces this chapter illustrates that while we all share the same emotions, the trigger of these emotions is culture specific. The anecdote about the Plains Indian exemplifies differences in cultural behavior. Neither the white man at the Indian cemetery nor the man from the different parish shared the schema of the culture they were observing and thus could not understand what triggered the emotions or behavior in that culture. The social value attributed to humor is different among nations; although humor figures high on Western people's list of admirable qualities, it is relatively low on the Chinese list

(Bonavia, 1975). In fact, in our culture humor seems to be the next most socially acceptable form of communication after bona-fide communication (Raskin, 1985).

Certain forms of humor are found in some cultures but not in others. What is mocked may vary from one culture to another, as does the degree and direction of exaggeration. The British are known for their understatement, while Americans are prone to exaggeration (as with slapstick). Similarly what is considered obscene may differ across societies. While most Ghanians might find hilarious the statement "Your vagina is as wide as a bottle," most Westerners would consider it obscene (Apte, 1977). What strikes one group as funny might be meaningless or insulting to another. For instance, a cartoon of a harried housewife complaining to a friend that her life isn't fulfilled would be incomprehensible to those from Arab cultures whose lives revolve around house and family (Safadi, 1988).

Some communities consider humor inappropriate in certain social situations, situations that other communities might consider perfectly appropriate. For instance, leaders in the United States use humor more than those in France or Italy (Ziv, 1988), e.g., George Bush's "Read my hips," would not likely have been uttered by Francois Mitterand or Helmut Kohl.

Certain topics are targets of humor in some cultures more than in others (Apte, 1977). For instance, there are many jokes about drinking and fistfighting in Irish humor but few in Israeli humor (Raskin, 1985a). Some of the differences in humor can be found in the social salience of a topic. In the United States men are considered more attractive if they have a full head of hair. Many fear losing it and bald jokes abound. Since Asian men do not become bald -- and are not anxious about it -- there are few such jokes in Japan, China or Korea. In addition, in cultures where a bald head is considered a sign of wisdom, there is no reason to joke about baldness (Claire, 1984).

Humor depends, too, on the social mores of a culture. In many societies restraints on laugher are more stringent for young or middle-aged women and for people of high socioeconomic status, while peasant women are relatively free in their laughter. In some cultures loud, unrestrained laughter is considered incommensurate with norms of deferential behavior toward one's elders and superiors. In these societies loud laughter can signify disrespect, while excessive laughter by women in the presence of men and by young people in the presence of elders is considered inappropriate because it symbolizes a lack of modesty in women and a disrespect for elders on the part of young people (Apte, 1977). Poking fun at yourself is frowned on in many communities (Weiland, 1990).

Political conditions also influence the humor of a people. People living in a repressive society must have some degree of freedom or little humor will take place. There are few jokes on alcoholism in those Moslem countries where the prohibition is forcefully upheld, nor is there sexual humor in societies where there are strict anti-adultery or anti-homosexual laws. There were few political jokes in the USSR during Stalin's time (Raskin, 1985a), and joking about politics in Nazi Germany, in Prague in the early 1950s, or in Santiago in the 1970s led to imprisonment and even death (Fry, 1988; Lukes & Galnoor, 1987).

INDIVIDUAL HUMOR

Sociocultural and psychological factors affecting individuals within a culture also lead to different responses to Humor Acts (Apte, 1977). Humor perceptions differ due to gender, age, and economic status (Niedzielski, 1989). Thus some Americans can embrace a comedian such as Bob Hope, while others prefer Andrew Dice Clay. Some enjoy Dagwood's antics in Blondie; others those of B.D. and Zonker in Doonesbury.

We have seen that in most cultures humor is a primary form of social communication which serves both an individual and a group purpose although not necessarily at the same time nor in an identical manner (Boskin, 1988). There is evidence that some types of humor are cross-cultural or universal, while others can only be perceived as Humor Acts by those who share the same schemata.

While humor has historically been used to entertain and amuse, it has other uses today in Western culture. Chapter 3 gives a brief overview of some of these applications.

CHAPTER THREE: APPLICATIONS OF HUMOR

> "People tend to mimic the expressions of those around them, which may actually produce the same [positive] effects on the nervous system. This may be why smiling faces at parties are so infectious...and why one sour person with a matching face can affect so many others and put a damper on the party." (Dr. Paul Ekman quoted in Tooper, 1988)

No longer is humor found just on the stage, screen or page or in casual conversation. In fact, humor is becoming a growth business with people advocating its use everywhere from the boardroom to the blackboard.

HUMOR AND HEALTH

A great deal of research has been conducted lately into humor and mental and physical health. Studies show that laughter has a positive effect on the cardiovascular, respiratory, endocrine and central nervous systems as well as on the skeletal muscles (Fry, 1988). The movements of the lungs and other internal organs in laugher are themselves beneficial, like massage, and the physical gratification we feel in laughing furthers our sense of bodily well-being (Morreall, 1983). In fact, laughter provides the body with a workout. The lungs are cleaned through the inhalation of fresh air and the exhalation of stale air. The rise and fall of blood pressure and pulse rate provide some of the same benefits as aerobic exercise. Muscles relax, glands secrete enzymes to aid digestion, and catecholamines and endorphins are released to give a feeling of euphoria. Just faking a smile triggers the memories of times within your body when you were smiling for real and can produce effects on the nervous system that go with these emotions (Klein, 1986; Tooper, 1988).

Most researchers agree that humor has a therapeutic value. They claim that humor is responsible for a wide range of good deeds ranging from combating arthritis, burning off calories, acting as a natural laxative, and contributing to longevity (Klein, 1986). Medical doctors report that happy patients generally respond more favorably to treatment and recover faster than do cheerless and complaining ones (Peter & Dana, 1982). The best known example of this is the case of Norman Cousins who, when he fell sick with a serious collagen disease, was given only a one in 500 chance for a full recovery and was told that the disease was life threatening. He researched the disease and discovered that imbalances in the endocrine system were caused by negative emotions. Subsequently, he locked himself in a room and "treated" himself with humor books, segments from Candid Camera, and Marx Brothers movies. He eventually made a full recovery (Cousins, 1979).

Humor has also been found to be beneficial in psychotherapy, family therapy, and behavior therapy because it helps people cope with stress and problems by reducing tension (Grossman, 1977; Morreall, 1983). A sense of humor has been credited with saving lives in concentration camps (Klein, 1986). Humor is used effectively in the emergency room to reduce anxiety (Morreall, 1983). In Los Angeles, AIDS patients participate in a standup comedy workshop where they learn to turn their misfortunes into punchlines.[1] Making other people laugh gives them the power -- at least for a few minutes -- that their disease takes from them (Tice, 1990).

HUMOR AND WORK

Humor is gaining respect in the business world where experts are finding that enjoying work is an important factor in increased productivity (Tooper, 1988). Business executives and managers from companies such as IBM, Monsanto and Raytheon are turning to humor consultants, reading humor newsletters, and attending humor seminars and workshops to learn how best to integrate humor in the workplace. Humor consultants claim they can teach managers to use jokes wisely and can help them appear more confident and intelligent (Woolley, 1988). There is even a computer software program designed to help busy executives create their own jokes or adapt one of the program's 500 jokes to suit their purposes (Maher, 1989).

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1) "Well, I had a really bad week," said one female participant in the workshop who had recently lost her husband to AIDS, "I failed my smog test in the morning...then Steven died in the afternoon." "I know what you're thinking," said another Yarmulke-clad, partially sighted participant, "Oh God, not another blind, gay, PWA (Person with AIDS), orthodox Jew comic." (Tice, 1990).

Professional speakers have relied on humor for years.[2] Most professional speakers tell a joke or humorous anecdote in the first three minutes of a talk because they know the value of sharing humor (Wlodkowski, 1985). Because the audience is just a mirror of the speaker, if the speaker is relaxed and excited then the audience will be as well (Friedman, 1989). Humor breaks the tension between the speaker and the audience (Wlodkowski, 1985) and helps communicate ideas by making them more memorable in the listener's mind. When listeners recollect their enjoyment, they will more easily recall the speaker's message (Friedman, 1989).

HUMOR IN THE NATIVE LANGUAGE CLASSROOM

Humor in the classroom is a 20th century phenomena. Prior to that it was considered unscholarly to use humor as a teaching strategy because to entertain was not thought to educate. Teachers were not even supposed to show a sense of humor. Unfortunately, many teachers still feel this way (Korobkin, 1988; Morreall, 1983). Those who do use humor in their classrooms, however, have found it to make learning less difficult and more meaningful. They have discovered that it increases motivation towards and satisfaction with learning by stimulating class discussion, creativity, idea

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2) One of Gary Larson's Far Side cartoons shows Abraham Lincoln studying his Gettysburg speech, which read as follows: "...and so the bartender says, 'Hey! That's not a duck!' (Wait for laughter.) Four score and seven years ago...."

generation, and divergent thinking at the same time as it eases tension, stress, anxiety toward the subject matter, dogmatism, and monotony in the classroom. Additionally it is thought to increase the retention of material (Korobkin, 1988).

Humor and the Instructor

It is difficult to use humor in teaching without being -- or appearing to be -- enthusiastic about the subject matter, and the simplest person, inflamed with enthusiasm is more persuasive and convincing than the most eloquent person without it (Kelly, 1983). When students see that their teachers are interested and excited about the material they are teaching, that they enjoy it, there is a tendency through the identification process for them to imitate the instructor's own behavior and attitudes toward the subject matter and also enjoy it (Kelly, 1983; Wlodkowski, 1985).

Students become interested in their subject matter when anyone or anything livens up the class, and humor can make even the drollest of subjects appear engaging. Humor also offers unpredictability by providing variety in the mode and tone of instruction, enabling learners to return renewed to the task at hand (Dodge & Rossett, 1982). It can help both students and teacher become more aware and attentive by unleashing creative thinking (Kelly, 1983; Korobkin, 1988; Wlodkowski, 1985). It is easier for both students and teachers to provide negative feedback while maintaining good will if humor is used (Korobkin, 1988).

Humor also helps improve teacher-student relations by reducing social distance (Korobkin, 1988). When instructors share humor with their students, they are doing far more than breaking the tension between themselves and the class. They are saying, "If you can laugh with me, you can identify with me." Teacher use of humor also tells learners that there are at least times when teachers do not take themselves too seriously. This shows that teachers, too, are human beings. This sharing breaks down the image of "teacher" and allows students to be less self-conscious. As a result, teachers and students become aligned through enjoyment. All this creates a positive attitude toward the instructor (Highet, 1963; Wlodkowski, 1985).

Finally, teachers get positive reinforcement when their students laugh, raising their self-esteem and helping them maintain enthusiasm for their job (Dodge & Rossett, 1982).[3]

Humor and the Classroom

According to Korobkin (1988), the absence of in-group humor and laughter in a classroom is an indicator of poor bonding

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3) One veteran teacher who uses a great deal of humor in her classes reported that sometimes she makes a joke that she knows her students won't understand, but which makes her laugh. "I once had a student named Ho. Each day I would say 'Hi Ho!' Nobody else knew why, but it made me laugh."

and group interaction. Low group cohesiveness can result in poor attendance, reduced productivity and individual dissatisfaction. As was indicated in the previous chapter, when people laugh together they become united; if students consider themselves part of a cohesive group they will be more likely to come to class and participate once there. Humor facilitates learning by promoting a relaxed climate in which learning can occur readily (Kelly, 1983). In addition, humor helps reduce classroom tensions (Gilliland and Mauritsen, 1971; Scott, 1976; Welker, 1977).

Humor and The Student

Humor helps students both cognitively and affectively. It can stimulate interest in or attention to accompanying educational messages (Gilliland and Mauritsen, 1971; Highet, 1963; Welker, 1977). Material spiked with humor can make lessons easier to grasp (Browing, 1977; Fitzsimons, 1981). Most people's memory systems convert abstract ideas to familiar images because the latter are impressed upon the mind more easily and retained longer. Since images are more easily remembered than an abstract idea, and since humor is largely visual, it stands to reason that when a funny image appears in the mind of the students, they will better remember it. Imagery is expressive, graphic and unforgettable. (Perret, 1984).

While humor doesn't make us smarter, it does make our minds work better by improving the function of our mental faculties (Adams, 1972; Gruner, 1970; Levine, 1969). Those subscribing to the Release/Relief Theories of Humor believe that the laughter following humor has a liberating effect on the flow of ideas, opening the mind to thinking and reflection (Gruner, 1970; Ziv, 1976). Because of this liberation of thought, humor allows students to exercise their creativity and imagination (Morreall, 1983). It brings about a flexibility of perspective so that students tend to be more adaptable in their general outlook and less likely to get obsessed with any particular issue or approach to an issue. Such students are more open to suggestions from others (Morreall, 1983).

Knowing that something is funny enables learners to feel competent and knowledgeable (Dodge & Rossett, 1982). In addition, student use of humor can help build a positive self-image and maintain self-confidence and self-respect; it can also contribute to positive feelings about others. (Kelly, 1983; Rapp, 1951). Those subscribing to the Superiority Theory of humor believe this is so because it provides the speaker with superiority over whatever the humor is about, allowing that person to compensate a feeling of weakness with a feeling of strength (Rapp, 1951). Conversely, others feel that a good sense of humor also keeps a person from getting too self-centered or defensive about his ego (Morreall, 1983). Lastly, humor reduces student anxiety, improving test performance (Adams, 1972; Horn, 1972; Monson, 1968; Smith, 1970).

Research has found that teaching with humor helps teachers not only transmit the facts and skills of the lesson but also educate their students in life and social skills (Morreall, 1983). Humor use in education makes learning more productive, meaningful and effective by influencing the attitudes that students have toward the instructor, toward the subject and learning situation, and toward themselves as learners (Wlodkowski, 1985).

Humor, then, is successfully being used in many disciplines, but information on the use of humor in the language learning classroom is incomplete. In Chapter 4, I discuss some preliminary research I did in this area.

CHAPTER FOUR: HUMOR USE IN THE ESL CLASSROOM

> "All the students had their heads down, and I was having a lot of trouble getting them to respond. I pointed to one woman and said, 'What should I call you?' Everyone laughed. The student's name was Yu! After that everyone became involved in the class." ESL Teacher

Despite the hundreds of studies done on various aspects of humor (Cummings, 1987; Ziv, 1988) and on aspects of language learning (Brown, 1987), there is little research on humor in the ESL classroom nor any literature on the justification of using humor in ESL textbooks. But because humor is so prevalent in the ESL classroom, I feel it is important to look at this subject. Consequently, the following study looks at non-text use of humor in the ESL classroom and is intended to shed some preliminary light on this subject.

Because of the preliminary nature of this study, it was not feasible or appropriate to control for variables of student nationality, gender, age, English ability or personal background, nor teacher gender, age or experience. Therefore, I did not control the types of ESL classes I observed for this study, the students in these classes, or the teachers.

THE STUDY

The research reported here focuses on observations I made of nine ESL classes (over 14 classroom hours) explicitly to look at humor use and laughter. In addition, I included samples of non-text classroom humor from a class in which I was a teacher's assistant as well as classes I observed for other reasons. I also included anecdotal stories about classroom humor from ESL teachers. Data came from classes in the San Francisco Bay Area during the period of March through September 1990.

SUBJECTS

In total, I observed over 230 students primarily from Chinese- and Spanish-speaking countries but also from Thailand, VietNam, Japan, the Soviet Union, Italy, Israel and Arabic-speaking countries. Their ages ranged from 18 to 83, with the majority in their twenties and thirties. There were roughly the same number of males and females in the sample. (One class was women only.) Data came from six academic and seven non-academic classes and included all-skills ESL, conversation, grammar, and public speaking classes. Skill levels ranged from low beginner to advanced.

METHODOLOGY

As was noted in Chapter 1, humor is an elusive concept to define. It is also difficult to observe. How can an observer tell if someone finds something humorous and to what degree? To avoid getting involved with such complex criteria for measuring humor, I decided that I would consider laughter and smiling as indicators that a Humor Act (HA) -- as defined in Chapter 1 -- occurred and would take note of all laughter and smiling. Since I did not have access to videotape equipment, however, the latter was hard to detect. And even with equipment, measuring laughter is a difficult task. Should it be based on volume, heartiness, or on how much of the anatomy is involved? One person's chortle could be another's titter; a wan smile by one could equal another's guffaw.[1] And, since certain cultures proscribe laughter in some circumstances, it is hard to determine if those not laughing found a Humor Act humorous but were not expressing themselves with laughter or if they just did not find the Humor Act humorous. Nevertheless, unless otherwise noted, I judged students' humor response by their laughter and, for the purposes of this study, counted laughs of all kinds equally.

I also recorded any Humor Acts which made me smile or laugh, regardless of the students' reaction. Obviously what I think is humorous is very subjective. Since I was trying to determine if there were any cross-cultural differences in humor, however, I felt justified in considering myself to have a "typical" American sense of humor and assume that other Americans would have found these items of discourse to be Humor Acts or potential Humor Acts.

Classes for observation were selected upon recommendations of teachers who were considered humorous by their colleagues or were known to use humor in their classes. Only one of the teachers knew beforehand why I was observing

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1) Ethnologists have described up to ten kinds of smiles and grins based on the degree of mouth-corner pull, the position of the upper and lower lips relative to the teeth and the jaw position (LaFrance, 1983). There are probably many more kinds of laughs.

her class, and I don't believe this changed her use of humor. Teacher experience ranged from veteran teachers with over 20 years experience to a teacher still in a graduate teacher training program.

I tape recorded eight of the classes. As I observed these classes, I noted all Humor Acts, what was actually said or done before the HA, and the tape recorder counter number for later reference. Humor Acts that occurred in other classes were logged in this same manner but were not recorded.

After I completed my observations, I devised identification symbols representative of each teacher, labelled from AA to MM. Then I divided my data into Corroborated Notes: Humor Acts by Class (audiotaped) -- Appendix A -- which includes all observations from the taped classes, and Uncorroborated Notes: Humor Acts by Class (not audiotaped) -- Appendix B -- which includes the one class I observed for this purpose when a tape recorder was not available, miscellaneous Humor Acts I recorded during the data gathering period, and anecdotal information. I labeled each Humor Act by teacher identification symbol and its sequence in that particular class. For example, AA1 is the first HA in that teacher's class; BB10 is the tenth HA in that class. All examples in this thesis will be identified in this manner.

I then divided the HAs into those which were teacher initiated (TI) -- that is, all humorous discourse or action by the teacher -- and those which were student initiated (SI), all humor acts which originated from a student or students. Next I classified all HAs which I had laughed at but the students had not as No Laughs (NL). I discounted three potential Humor Acts which I could not clearly identify either from the tapes or my notes.

Finally, I subdivided all teacher-initiated, student-initiated and No Laugh HAs into categories adapted from Froman's (1988) taxonomy: Aggression Humor, Contrast Humor, Emotion Humor, Exaggeration Humor, and Taboo Humor. I also added the categories of Physical and Linguistic Humor. Since I did not interview teachers or students about individual utterances, here again I had to use my concept of humor to identify the various HAs by category. This was relatively easy with teacher-initiated discourse. It was harder to know what students intended. In some cases, I had to guess. In cases where I felt that a HA straddled two categories, I classified it as both, although the categories themselves are not mutually exclusive. These categories are defined as follows: [2]

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2) Please note that out of context some of these utterances don't appear humorous.

Aggression:	Any kind of personal putdowns, racial insults, or laugher at another's misfortune.
Teacher- } Initiated } Example }	Teacher discussing the passive voice says, "The government doesn't want to take responsibility, so they use the passive." (KK8)
Student- } Initiated } Example }	Student identifying man in a picture: "He has AIDS and is waiting for death." (DD28)
Contrast:	All ridiculous comparisons, reversals of roles, and absurdity.
Teacher- } Initiated } Example }	"If your father has blue hair and blond eyes..." (EE11)
Student- } Initiated } Example }	Student explaining why man in a picture is holding his head: "He has a stomachache." (DD23)
Exaggeration:	Any overstatement, exaggeration, understatement, statement of the obvious, repetition, irony or sarcasm.
Teacher- } Initiated } Example }	A student says, "Flashlights are cheaper than cars." Teacher responds, "Much cheaper." (AA23)
Student- } Initiated } Example }	"If you buy a 747 there would be no place to park." (BB12)

Knowledge: Anything which causes the audience to feel they know more than someone else. (In some cases the intention of the speaker was not to utter a humorous statement but a serious one. Laughter resulted when the listeners felt that the speaker lacked knowledge on the subject. Laughter in these instances is of a "laughing at" nature.) Also any inside knowledge that students share with the American culture.

Teacher-Initiated Example } It's Monday! What do you want? (EE3)

Student-Initiated Example } "My family is more important than my uncle." (AA35).

Taboo: Anything off limits in ordinary conversation such as body parts or functions and any socially taboo topic. Also topics which are not normally found in the classroom.

Teacher-Initiated Example } "You're always tired; what do you do at night?" (BB8)

Student-Initiated Example } "Useful underpants." (AA19)

Physical:	Humor derived from a physical action.
Teacher-Initiated Example	Teacher wrote "hardly" on the blackboard in very small letters so the students could hardly read it. (DD19)
Student-Initiated Example	Two students laugh at hand signals they are making to each other. (FF27)
Linguistic:	Puns, word play, pronunciation, and word definition.
Teacher-Initiated Example	A student asked how you write something up. The teacher responded "You have a pen, a paper..." (II09)
Student-Initiated Example	"You can eat a duck but not a dock." (EE40)
Emotion:	Any laughter derived from embarrassment, nerves, anxiety, apprehension, or self-abasement. (Similar to HAs that fall under Knowledge, a good number of the utterances which resulted in laughter in this category were not intended to be humorous. In cases where I could not ascertain why students were laughing, I put the HA in this category if I believed that what the speaker said could be perceived in a way that would make a student react in the ways described above.)

Also included in this category is contagious laughter. Group laughter tends to work like atomic fission. One person's laughter makes another laugh which in turn reinforces the first person's laughter. Sometimes another person's laughter is enough to get everyone laughing, even if they don't know what the laughter is about (Morreall, 1983).

Teacher-Initiated Example } Teacher to students speaking in Chinese: "It is not a bilingual classroom," which resulted in laughter by those involved. (BB15)

Student-Initiated Example } A student who can't say what she is trying to say laughs at herself. (CC24)

A total listing of all teacher-initiated Humor Acts broken down into categories appears in Appendix C. Appendix D lists all student-initiated HAs by class and Appendix E lists student-initiated HAs by category. Appendix F lists all No Laughs by class and Appendix G subdivides No Laughs by category.

RESULTS

Who Uses Humor and With What Frequency

The first area of investigation was an analysis of who initiated humor and with what frequency. This led to the most significant finding in this study: the high frequency of student-initiated humor. Prior to this study I had

TABLE ONE
Total Humor Acts

STUDENT INITIATED HUMOR ACTS	114
TEACHER INITIATED HUMOR ACTS	235

TOTAL HUMOR ACTS	349

TABLE TWO
Total Teacher- and Student-Initiated HAs Per Class

CLASS	AA	BB	CC	DD	EE	FF	GG	HH	KK	MISC(1)
LENGTH(2)	2	2	2	2	2	1	2	1	1	-
TI(3)	28	14	33	27	40	31	19	17	15	11
TI/HR(4)	14	7	17	14	20	31	10	17	15	-
SI(5)	18	8	18	28	8	13	10	5	0	6
SI/HR(6)	9	4	9	14	4	13	5	5	0	-
TOTAL	46	22	51	55	48	44	29	22	15	17
TOTAL/HR	23	11	26	28	24	44	15	22	15	-
TI % of Total HAs(7)	61%	64%	65%	49%	83%	70%	66%	77%	100%	65%
SI % of Total HAs	39%	36%	35%	51%	17%	30%	34%	23%	0%	35%

(1) Miscellaneous observed classes and anecdotal information.
(2) In hours. Times are approximate and rounded off to nearest whole.
(3) Teacher-Initiated Humor Acts
(4) Teacher-Initiated HAs per hour, rounded to nearest whole.
(5) Student-Initiated Humor Acts
(6) Student-Initiated HAs per hour, rounded to nearest whole.
(7) Rounded to nearest whole.

assumed that humor use in the classroom was primarily teacher initiated. However, as Table 1 shows, clearly one-third of all observed Humor Acts were initiated by students.

Table 2 presents the number of teacher-initiated and student-initiated Humor Acts by class, showing the raw totals and the adjusted totals of Humor Acts per hour as well as the percentage of total Humor Acts during each class.

The findings show that teacher use of humor varied widely from class to class. As can be seen, one teacher, FF, had a remarkable 31 HAs an hour, roughly a laugh every other minute. The other teachers did not produce nearly as many HAs per hour, the majority having between 14 and 20, approximately a laugh every four minutes. On the other end of the spectrum, one teacher (BB) only initiated seven HAs an hour.

The frequency of student-initiated humor had a narrower variance, ranging from zero to fourteen HAs per hour. In DD's class, the class with the highest number of student-initiated HAs per hour, students produced 14 HAs per hour. In FF's class, the class with the highest number of teacher-initiated HAs per hour, students produced 13 HAs of their own during the class hour.

Student humor use fluctuated among the classes. In DD's class students produced more HAs (28) than their teacher (27). In BB's and GG's classes, students used roughly half the humor their teachers did. Only one class I observed (KK's) had no student-initiated humor; this may have been because it was an advanced grammar class which allowed little opportunity for humorous interaction.

When teacher-initiated and student-initiated HAs are combined, we see a range of from 11 HAs per class hour -- approximately a laugh every five minutes -- to 44 HAs a class hour, about a laugh every minute-and-a-half. This is an average of 23 HAs per class hour or a laugh every two-and-a-half minutes.

As can be seen in Table 3, the findings show that there is a mild positive but non-significant correlation between the amount of teacher- and student-initiated humor used in the classroom. In other words, findings from this study do not show that the more a teacher used humor, the more her students used it, nor conversely, that the more a teacher used humor, the less her students used it.

Types of Humor Used

Another area I looked at was the types of humor used by both students and teachers. Table 4 shows teacher- and student-initiated Humor Acts by category, the categories as a percentage of total teacher-initiated and student-initiated HAs, and by category rank order.

The main finding here was that Exaggeration, Contrast and Emotion humor accounted for approximately two-thirds of both teacher- and student-initiated humor. Teacher use of

TABLE THREE

Correlation between Teacher and Student Humor Usage

Sample	Number	Mean	Standard Deviation
Teachers	9	25.7	10.1
Students	9	12.1	8.4

R = .479 (N.S.)

TABLE FOUR

Humor Acts By Category

HUMOR	HAs BY CATEGORY			CATEGORY AS % OF ALL HAs(4)			CATEGORY RANK ORDER		
TYPE(1)	TTL	TI(2)	SI(3)	TTL	TI	SI	TTL	TI	SI
AG	10	2	8	3	.9	7	8(tie)	9	6
CON	70	51	19	20	22	17	2	2	2
DISC	3	3	0	.9	1.3	0	10	8	10
EM	63	47	16	18	20	14	3	3	3
EX	98	52	46	28	22	40	1	1	1
KNOW	14	5	9	4	2	8	7	7	4(tie)
LH	32	25	7	9	11	6	5	5	7
NL	38	37	1	11	16	.9	4	4	8(tie)
PH	20	19	1	6	8	.9	6	6	8(tie)
TABOO	10	1	9	3	.4	8	8(tie)	10	4(tie)

(1) AG=Aggression Humor; CON=Contrast Humor; DISC=Discounted Humor Acts; EM=Emotion Humor; EX=Exaggeration Humor; KNOW=Knowledge Humor; LH=Linguistic Humor; NL=No Laugh; PH=Physical Humor; Taboo=Taboo Humor

(2) Teacher-Initiated Humor Acts

(3) Student-Initiated Humor Acts

(4) Rounded off to nearest whole

these types of humor was consistent: Exaggeration accounted for 22 percent, Contrast for 22, and Emotion for 20.

Prior to this study I had assumed that when students used humor in the classroom it would mostly fall into the Emotion category, and indeed 14 percent of student-initiated laughter was derived from embarrassment, nervousness, anxiety, apprehension, or self-abasement. (See Appendix D for examples.) However, the vast majority of student humor was the result of cognitive, not affective, processes. Students used Exaggeration 40 percent of the time, followed well behind by Contrast at 17 percent, with Emotion humor coming in third.

Students used roughly the same percentage (6-8 percent) of Knowledge, Taboo, Aggression and Linguistic Humors. Only .9 percent, or one incident, of Physical Humor was initiated by students. The low usage of Physical Humor was probably because students don't have as much opportunity to be physical in the ESL classroom as their teachers do.

Teacher use of these types of humor was more varied. They used Linguistic Humor 11 percent of the time; Physical Humor, 8; and Knowledge, 2 percent of the time. For obvious reasons teachers used very little Aggression (0.9 percent) or Taboo (0.4 percent) Humor.

Table 5 presents teacher- and student-initiated Humor Acts by category per class. As can be seen in this table,

TABLE FIVE
Teacher-Initiated and Student-Initiated HAs By Category Per Class

		AG(1)	CON	DISC	EM	EX	KNOW	LH	NL	PH	TABOO
AA(2)	T(3)	0	3	0	0	11	1	3	6	4	0
	S(4)	0	2	0	1	12	1	1	0	0	1
BB	T	0	0	0	9	2	0	2	0	0	1
	S	0	2	0	2	2	0	1	0	0	1
CC	T	0	8	1	15	8	1	0	3	3	0
	S	2	2	0	3	7	3	1	0	0	0
DD	T	1	7	0	5	7	0	1	3	3	0
	S	1	7	0	3	13	1	0	0	0	3
EE	T	0	16	0	3	6	1	8	5	2	0
	S	0	1	0	1	3	0	2	0	0	2
FF	T	0	3	1	7	8	1	4	3	4	0
	S	0	2	0	3	4	1	2	0	1	0
GG	T	0	3	1	2	5	0	1	6	1	0
	S	1	0	0	3	2	3	0	1	0	1
HH	T	0	2	0	3	2	1	1	6	2	0
	S	1	2	0	0	2	0	0	0	0	0
KK	T	1	3	0	2	1	0	3	5	0	0
	S	0	0	0	0	0	0	0	0	0	0
MS(5)	T	0	5	0	1	3	0	2	0	0	0
	S	3	1	0	0	1	0	0	0	0	1

(1) AG=Aggression Humor; CON=Contrast Humor; DISC=Discounted Humor Acts; EM=Emotion Humor; EX=Exaggeration Humor; KNOW=Knowledge Humor; LH=Linguistic Humor; NL=No Laugh; PH=Physical Humor; Taboo=Taboo Humor
(2) Teacher Initials
(3) Teacher-Initiated Humor Acts
(4) Student-Initiated Humor Acts
(5) Miscellaneous observed classes

the incidence of humor type varied between teachers and students from class to class. In some classes, teachers and students used similar numbers of HAs in a particular category. For example, in AA's and CC's classes, teachers and students used similar amounts of Exaggeration. In AA's class the teacher used it 11 times, while the students used it 12 times. In CC's class, the teacher used it eight times, while her students used it seven times. In some classes, students used a category far more than their instructor. For instance, students in DD's class used Exaggeration 13 times while DD used it only 6 times. In GG's class, student's used Knowledge three times; the teacher never used it.

In three of the classes, the teachers predominantly used a type of humor only rarely used by their students. Although BB used Emotion nine times, her students used it only twice. CC used Emotion 15 times and Contrast eight times, but her students only used them three and two times, respectively. While EE used Contrast 16 times, her students only used it once.

It is notable that the class which had no student-initiated humor had the second lowest frequency of teacher-initiated humor -- 15 per hour -- in the study.

In sum, Table 5 shows that for these nine teachers, there is not a clear pattern of types of humor teachers use being mirrored by the types of humor their students use, even though, as we saw before, the top three categories are used by both teachers and students.

What Students Do Not Find Humorous

Another area I looked at was what ESL students did not laugh at. Once again, results were unexpected. As can be seen in Table 4, of the 349 Humor Acts I included in this study, only 38 or 11 percent resulted in no laughter. Of these, 37 were teacher initiated and only one was student initiated. In fact, the No Laugh category ranked fourth for teachers, following close behind Exaggeration, Contrast and Emotion. Conversely, it tied, along with Physical Humor, for the least used student-initiated category. Since there was only one occurrence of a student-initiated No Laugh in this sample, it would appear, then, that students either laugh at each other's humor more readily than at teacher humor or find each other's humor more comprehensible. (Of course, students may not laugh at their teachers simply because they do not find something funny!) There was only one concrete illustration, however, of students not laughing at a teacher-initiated Humor Act because they did not understand it. This was the one joke that occurred in the data: "What is black and white and read all over?" (EE23) The teacher had to repeat the joke and explain it before anyone laughed at it.

TABLE SIX
HAs Resulting in No Laugh by Category

HUMOR TYPE(1)	TI(2)	SI(3)	TOTAL	% OF TOTAL NLs(4)	RANK ORDER
AG	1	0	1	3	7(tie)
CON	7	0	7	18	2
EM	2	0	2	5	5(tie)
EX	15	1	16	42	1
KNOW	4	0	4	11	4
LH	5	0	5	13	3
PH	1	0	1	3	7(tie)
TABOO	2	0	2	5	5(tie)
SP	1	0	1	3	7(tie)

(1) AG=Aggression Humor; CON=Contrast Humor; EM=Emotion Humor; EX= Exaggeration Humor; KNOW=Knowledge Humor; LH=Linguistic Humor; PH=Physical Humor; Taboo=Taboo Humor; SP=Strange Person*
(2) Teacher-Initiated Humor Acts
(3) Student-Initiated Humor Acts
(4) Rounded off to nearest whole

* I believe one NL resulted from a student not responding to a HA produced by a person they were not familiar with.

Table 6 shows HAs resulting in No Laugh by humor type. Exaggeration Humor ranks highest in No Laughs, accounting for 42 percent of all NLs. Following well behind at 18 percent is Contrast Humor. Although the percentages are different, these findings are consistent with the number one and two rankings of these two humor types in overall use of humor, as seen in Table 4. However, the other humor types are not in the same position as their overall rankings -- although with such low frequencies of usage in these categories, rank order may not be significant. In this ranking, Linguistic Humor comes in third, Knowledge, fourth, Emotion and Taboo tie for fifth, and the rest come in last, each representing 3 percent of total NLs.

Therefore, it is not clear whether students have particular trouble responding to certain humor categories because of cross-cultural differences or if they did not laugh for other reasons.

CONCLUSION

This preliminary study into the use of humor in the ESL classroom yielded several findings. Students in the sample were responsible for initiating one-third of all classroom humor. With the exception of one class where there was no student-initiated humor, student-initiated humor was similar in amount from class to class, numbering from four to fourteen Humor Acts per hour, with an average of eight. On the other hand, the amount of teacher humor was found to vary considerably, ranging from seven to thirty-one Humor Acts per hour. There was a slightly positive but non-significant correlation between the amount of humor used by teachers and students.

As for the categories of humor, Exaggeration, Contrast and Emotion Humor account for approximately two-thirds of all humor used by both teachers and students. However, students used far more Exaggeration humor than their teachers did, 40 percent compared to 22 percent.

The study also found that students respond to the majority of humor in the classroom, but are more likely to respond to humor initiated by their peers than by their teachers. It is not clear if students respond to certain categories of humor better than others.

CHAPTER FIVE: IMPLICATIONS FOR TEACHING

> "When the mouth is open for laughter, maybe then
> you can shove in a little food for thought."
> Virginia O. Tooper (1986)

It is hoped that after reading this thesis, teachers will look upon humor as an aid in the English as a Second Language classroom. However, based on the findings of Morreall (1988) and others, I do not advocate using humor in the classroom unequivocally. Humor has not been an unqualified benefit to humans. In most of the world's religions, philosophies, and legal systems throughout most of history, humor has been suspect (Morreall, 1988). Some kinds of humor can be confusing or offensive to some students. Ridicule, insults, and other forms of sharp put-down humor can be punishing and non-productive if they are used in the wrong way. Sexual, ethnic, racial, religious humor and other "taboos" are not acceptable in the classroom (Kissell, 1989; Korobkin, 1986). Teachers should try to steer away from humor which falls in the Emotion category because much of it is derived from embarrassment, nerves, anxiety, apprehension or self-abasement. If students expect traditional textbook-guided teaching, presentation with humor could be counterproductive for many learners (Safadi, 1988).

Nonetheless, I believe the benefits of using humor far outweigh any problems with it. But how does a teacher go about including humor in the classroom? Below are some ideas and suggestions based on the conclusions from this study and others which look at humor in the native language classroom.

GENERAL IMPLICATIONS

From the preliminary research done for this study, it appears that humor is a feature of the adult ESL classroom. The findings indicate that in classes where teachers use humor, students use humor. Teachers need not feel that they must be the primary humor generator; students can and do create and perpetuate classroom humor.

If the students are using humor -- unless it is in the middle of a test or some other inappropriate time -- teachers may not want to stop them because when students initiate or respond to humor they are engaging in meaningful language use. In addition, by cultivating their own humor, students are creating an in-group identification that will ultimately form the cohesive unit which is the core of a student-centered classroom.

Students don't seem to plan all the humor they come up with, and neither should their teachers, who need not stand in front of the class and recite a comic monologue. A humorous atmosphere can certainly be planned, but a teacher need not plan individual Humor Acts. In fact, the most successful humor is spontaneous, developing naturally from a situation. Teachers may want to be open to the unexpected, insane, silly and ridiculous that life and the classroom offer daily. No one can -- or should -- be witty or funny 100 percent of the time; teachers need to allow their natural sense of humor to come through. What works for one teacher might not work for another; to force a sense of humor can be worse than revealing none at all (Kelly, 1983; Korobkin, 1988; Wlodkowski, 1985).

Teachers also need not be afraid to use humor because, as the findings in this study show, students laugh at the majority of Humor Acts they hear. As stated above, teachers may wish to avoid Taboo or clearly offensive humor and, as much as possible, that which is based on Emotion, but they should not feel restrained in exposing their students to a wide range of humor. Nonetheless, this study shows that students are more inclined to laugh at their peers than at their teachers' humor. Teachers should realize that no matter how much they try to be humorous, their students might not find them funny. The instructor needs to listen to the kinds of humor present in the classroom and go from there (Korobkin, 1988).

The research in this study suggests that Exaggeration and Contrast humor may be more universally understood than other kinds of humor. If this is the case, teachers may want to use these types of humor, especially with lower level students, to ensure that their Humor Acts will be understood. Although Emotion accounted for the third highest number of Humor Acts, I don't advocate its use for the reasons given above.

Finally, in considering using humor in the classroom, it is important to note that while humor may enhance the learning process, it probably isn't a direct means of learning. (I am not advocating the Humor Method of language teaching!)

SUGGESTIONS FOR HUMOR USE IN THE CLASSROOM

Integrating humor into an instructional sequence can be a slow and cautious process that requires a lot of trial and revision. Research has shown that people find familiar things funnier than unfamiliar things. Therefore classroom humor should be about familiar things (Irving, 1984) such as classroom activities and shared experiences.

Some ideas for classroom activities that came out of this study include:

- o Using exaggeration (both physical and verbal) to get ideas across and to spur conversation
- o Having a running class joke or jokes [1]
- o Making ridiculous comparisons or setting things up so students will make them [2]

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1) One of the teachers in this study had a running joke about her love of coffee. In the class I observed this topic generated six Humor Acts, both teacher- and student-initiated.

2) This was a technique I observed in several of the classes. It can be as basic as having students physically move from one spot to another in order to choose one thing over another. More advanced classes can be put into pairs or groups to compare things, e.g.,

- Having students come up with funny slogans for advertisements or guess what an advertisement is selling [3]

Other suggestions include (Claire, 1984; Kelly, 1983):

- Telling and discussing jokes
- Students and teacher acting out funny incidents and stories
- Having students write a joke book
- Placing a joke for the day on the board
- Collecting and discussing comics and cartoons or having students bring in cartoons and comic strips for a class bulletin board of humor
- Having students keep a diary of favorite jokes they hear
- Having students write about a humorous incident and then role play it
- Having students compose Tom Swifties at appropriate points in the course [4]
- Translating jokes and cartoons from students' native language
- Having students investigate different cultures and try to find out about their humor

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"Would you rather have an airplane or a mule?" The more ridiculous the contrast or comparison, the more likely it is to get a response from students. This can be used to draw out answers from students, e.g., instead of saying who wears the dress, the teacher can say, "The groom wears a dress?"

3) The discussion of an advertisement was responsible for 16 Humor Acts in one of the observed classes.

4) "I've broken my leg," he said lamely. " What kind of sand," she asked quickly. "Drop that gun," he said disarmingly. "You say you've struck oil," she gushed. "Humor is a lot of fun," he said laughingly.

LIMITATIONS OF THIS STUDY

As was explained earlier in this thesis, this study was designed to be preliminary in nature. As such its findings are limited. Although it ascertained that humor is present in the classroom and is used by both students and teachers, it was not designed to discover if humor actually improves ESL instruction.

Another problem with this study was the taxonomy used for categorization (see Chapter 4). The Knowledge and Emotion categories both had "laughing at" kinds of humor included with "laughing with" humor. Overall, the Emotion category was very problematic; it is difficult to know for sure -- without asking -- if someone is laughing due to affective or cognitive stimuli. This Emotion category also included contagious laughter, which could have been a category of its own.

SUGGESTIONS FOR FUTURE RESEARCH

I hope this study is the first of many on humor used in teaching English as a second language. Much further research needs to be done both in this field and in other related fields before we will know how effective humor is in teaching and how it can best be utilized as a pedagogical tool.

In a future study, instead of the random sampling of classes used in the present study, it might be useful to follow two classes for a period of time: one control, a classroom with a teacher who does not normally use humor, and one experimental, humor-using class.

During future research, it might be useful to videotape observations, although this could inhibit both teacher and student humor initiations and responses. By examining videotapes, by studying facial expressions, body language, etc., an investigator could more easily ascertain how many in the class found something humorous, and what their response was (e.g., laughing or smiling). A videotape would also provide a better understanding of what was taking place in the classroom environment as a whole.

It would also be useful in future studies to have two native speakers as observers to holistically categorize the types of humor and to ascertain if those Humor Acts resulting in No Laughs were indeed HAs.

Another direction this research could take would be to look at specific levels of student English language ability to see how humor could best be utilized to enhance teaching. For such a study, there would need to be controls as to age, nationality, gender or English ability. Future researchers may also want to further investigate Humor Acts which result in No Laughs to find out if there is a certain kind of humor that students won't or don't comprehend. Still another suggestion is to have a study designed to look specifically at student-initiated humor to ascertain if certain nationalities or age groups use humor more than others. It would also be interesting to determine if only a few students in each class generate humor or if the majority of the class does.

Some speculate that humor can expand vocabulary, develop syntax and grammar, provide cultural information, encourage language negotiation, and teach phonetics (Guindal, 1985). Future researchers may wish to investigate this aspect of humor use.

Finally, I would like to see studies of the use of humor in published materials -- textbooks, audiotapes, etc. -- to see what kinds of humor are used, how students react to them, and how humor aids learning.

HUMOR COMPETENCE

One last consideration is that the humor used in the classroom will only enhance learning if students' cognitive processes and perceptions allow for its correct interpretation (Safadi, 1988). While ESL students find much to laugh at with their peers -- and this seems to be supported by my research -- the structured humor of jokes and other native language humor often remains difficult for them to understand (Claire, 1984).

It is not enough that teachers use humor or encourage its use in their classrooms. In order to interpret humor, identification with both source and target cultures is as necessary as the mastery of both languages. Second language learners are not always given this knowledge and often have no competence in the understanding and production of humor. This is unfortunate since humor is an essential part of our communicative competence. Therefore, second language programs may want to consider emphasizing the cultural knowledge, or humor competence, needed to process this humor (Niedzilski, 1989; Vega, 1990).

CONCLUSION

In Chapter 1 we saw the complexities of defining humor and the various attempts thus far to do so. Chapter 2 explored cultural and societal and even individual differences in humor. By gleaning information from these two chapters, teachers can have a better understanding of why their students are -- and aren't -- using humor and reacting to it in their classes. Chapter 3 looked at how humor can help students physically, cognitively, and affectively, resulting in a greater motivation to learn. By combining this information with the findings from Chapter 4, it is hoped that teachers reading this thesis will develop a new respect and understanding for the use of humor in the ESL classroom.

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APPENDICES

List of Abbreviations in Appendices:

TYPES OF HUMOR:

AG:	AGGRESSION HUMOR
CON:	CONTRAST HUMOR
EM:	EMOTION HUMOR
EX:	EXAGGERATION HUMOR
KNOW:	KNOWLEDGE HUMOR
LH:	LINGUISTIC HUMOR
NL:	NO LAUGH
SH:	STUDENT HUMOR
PH:	PHYSICAL HUMOR
TABOO:	TABOO

OTHER ABBREVIATIONS:

C:	CONTEXT
L:	LAUGH
S:	STUDENT
SS:	STUDENTS
T:	TEACHER

APPENDIX A
CORROBORATED NOTES: HUMOR ACTS BY CLASS (AUDIOTAPED)

Teacher AA [1]
Beginning Level
Adult School
Students: Primarily Asian, some Russians and Hispanics

002 [2] AA1 LH	C: T: Ss:	Student named Sonny Sonny is here? and weather? L
		**
AA2 CON	T: S: T: SS:	How's the weather? It's hot. Why do you have a jacket on? L
		**
54 AA3 PH	C: SS:	T sneezed funnily L
		**
170 AA4 SH [3]	S: SS:	[writes] chicken is necessary L
		**
AA5 PH	T: SS:	No chickens, no eggs -- chickens are necessary for eggs (funny posture) L
		**
AA6 LH	T: S:	Gibberish. (pretend speaking some other lang.) L
		**
205 AA7 LH	C: SS:	T Trying to say "health" in Chinese (Chinese) L
		**
210 AA8 SH	T: S: SS:	What more useful than shoes pants L (T laugh too -- influence?)
		**

---

1) Teachers in this study are labeled AA, BB, CC, etc.

2) Numbers refer to counter on tape recorder.

3) All Student HAs are recorded in Appendix D. Student HAs divided into humor categories are in Appendix E.

AA9 C: S say water is useful in the kitchen
PH T: you don't have to take a bucket and go outside (mimic taking water out)
S: (1) L
****
241 C: long-running joke between T and SS re her coffee drinking
AA10 S: mumble something about coffee
EX T: Coffee is not unhealthy!
SS: (some) L
****
280 C: Working on comparatives
AA11 T: Is a house more important than chicken?
NL S: no L
****
320 C: Discussing what is more important - health or money. One student disagrees.
AA12 S: If have health can go to work and get
EX the money.
T: ha, ha, ha (exaggerated) -- different opinion, huh
SS: some L
****
331 C: Discussing health and money.
AA13 S: (shouts out) Welfare!
SH

****
AA13A T: Welfare--that's the solution!
EX SS: L
****
AA14 T: Car isn't useful because she can't drive.
CON SS: 1 or 2 chuckles
****
420 C: Long-running coffee joke
AA15 T: Coffee in the morning is important or unimportant?
SH SS: unimportant (no Ls but tone is humorous)
****
AA16 T: Unimportant! (mock stern)
EX SS: L
****
AA16A T: Ok, ok, no problem (sarcastic)
EX SS: L
****
454 C: SS are circling from Nos. 1-5 what is
AA17 important to unimportant
S: (Hispanic) Do you draw a circle on No.
SH 10? (emphasizing importance)
T& His. SS: L
****

pause [4]	S:	Coffee is important (joking)
AA18	T:	L
SH		
	**	
AA19	S:	Useful underpants
SH	SS:	some L
	**	
520	C:	The question what is the most important thing in your life.
AA20	S:	Coffee
SH		
	**	
AA20A	T:	Coffee is #1, the most important thing in this whole world
EX	SS:	L
	**	
AA20B	C:	see above
SH	S	(male): Women
	**	
AA20C	T:	Second only to coffee
EX	SS:	L
	**	
545	T:	Women are important...
AA21	S	(female): necessary
SH	SS:	L
	**	
AA22	C:	see above
SH	T:	women are important but men are...
	S:	important
	SS:	some L
	**	
pause	S:	Flashlights are cheaper than cars
AA23	T:	Much cheaper
EX	SS:	L
	**	
AA24	C:	Ss emptying out pockets
CON	T:	I saw you had candy; I want that candy
	SS:	some L
	**	
441	C:	see above (SS have money & thermometer)
AA25	T:	Money is more useful than thermometer except when you are sick
NL	SS:	no L
	**	
470	T:	Gibberish sounds representing word
AA26	SS:	no L
NL		
	**	

---

4) Tape recorder was on pause.

pause S: Children are more important than dogs.
AA27 SS: L
SH

****

pause T: My family. I don't mean my family but
AA28 your family
SH S: Your family? (kidding)

****

AA29 C: T to S who had spoken about dogs
EX T: My family is more important than dogs
S: L

****

AA30 C: comparing things to teacher
NL T: Be careful what you say about dogs here!
SS: no L

****

Me: better to say teacher is better than
AA31 anything
NL S: no L

****

AA32 C: Statement 5 is My teacher, as in My
SH teacher is more important then...
S: (To T) Say the question for #5
T: L
SS: L

****

700 S: joke about comb being not that important
AA33 SS: laugh
SH

****

716 S: Children are more important than soap
AA34 SS: L
SH

****

725 S: My family is more important than my
AA35 uncle.
SH SS: L

****

735 C: On "My teacher" statement
AA36 T: Now be careful
EX SS: L

****

AA37 S: More beautiful
EX T: Level 600, come to my house for dinner.
I'll give you my jewels...
SS: L

****

830 T: You say here kitty, kitty, kitty and they
(mimic standoffish behavior)
AA38 SS: L
PH

****

AA39 T: earthquake. kabanga--blinky (indicated back and forth)
NL
SS: no L

****

AA40 T: Tomorrow is more important than today because its Friday.
KNOW
SS: some L

****

AA41 C: after class T to S (Chinese)
SH T: your English is very good
SS: (hand signals to indicated going down and L)

Teacher BB
Intermediate Level
Adult School
Students: Asians

20 C: Allen had been out the day before
BB1 S: Money is not important, but health is important.
SH SS: L

****

35 C: The new student (me) is asked her name which is the same as the teachers.
BB2
LH SS: L

****

BB2A S: Denise 1 and Denise 2
SH SS: L

****

on pause C: T speaking with one student about her family
BB3
EM T: You had four children in a row and then you stopped?
S: L

****

78 C: T recounting some private conversations she had with students.
BB4 T: And one student was saying how to make green peppers with fish and mushrooms inside.
EM
SS: L

****

BB4A T: So X was telling us how to cook.
EM SS: L

****

82 C: T asking student about future plans
BB5 T: What tense did I say that in?
EM SS: (about 2) L

****

BB6 T: You are going cherry picking this weekend and what are you going to bring us?
EX
SS: L

****

92 C: A student is going cherry picking and another student wants information on how to get there and other things. After going over all that the T speaks.
BB7
EX
T: Don't forget the cherries
SS: L

****

98	C: teasing Vincent about being tired
BB8	T: You're always tired, what do you do at night?
TABOO	
	SS: (few) titters
	**
BB8A	T: Goes out with girlfriends
EM	SS: (few) titters
	**
BB8B	Vincent: They count the stars
SH	SS: (few) giggle
	**
122	C: Working on "would rather than"
BB9	T: Would you rather eat Czazu Bow or Bolo Bow for breakfast.
LH	
	Ss: Lots of laughs
	**
138	C: Ss reading aloud and then answering the question: would you rather have a cup of coffee or a cup of tea right now. Simultaneously, half say coffee, half say tea in their answers.
BB10	
EM	
	S: L (few and muted)
	**
on pause	C: 4 female students discussing would it be better to be a doctor or a dentist.
BB11	Ss: L
SH	T: What is funny?
	S: It is fun to be a doctor
	**
on pause	C: 2 male students working together
BB12	S1: If you buy a 747 there would be no place to park it.
SH	
	**
BB12A	S2: I can buy an island
SH	SS: L
	**
on pause	C: Ss discussing if they would rather be a bird or a fish
BB13	
SH	SS: L
	**
on pause	C: I am talking to a female student about family and misunderstood what S said.
BB14	D: You want 10 children?
EM	S: L
	**
on pause	C: students are speaking in Chinese
BB15	T: It is not a bilingual classroom
EM	SS: L
	**

on pause C: T is handing out papers but is short since some of them came out blank.

BB16 T: I'm sorry these papers are blank.

EM SS: (2 - affected) L

****

BB17 C: (T told me later) One S's husband was

SH away so she was acting giddy because he phoned her and the other SS were kidding her.

Ss: L

****

Teacher CC
Intermediate Level
Intensive Academic Program
Students: One Russian, one Taiwanese woman, one Iranian and the rest Japanese (all women)

S1=Russian
S2=Taiwanese

194	C:	T wants students to "give advice" to person in picture. Frank is smoking and also laughing.
CC1	S1:	Stop laughing!
EX	S1:	L
		**************************************
on pause	C:	S1 can't decide if picture is of a man or woman (it's a man).
CC2	S1:	Looks like old woman.
EM	S1:	L
		**************************************
228	C:	T paraphrasing a S
CC3 CON	T:	How can I stop brushing my teeth? Is she addicted to brushing her teeth?
	SS:	L
		**************************************
283	C:	S1 to S
CC4	S1:	Do you understand?
SH	S2	Completely.
	S1:	Do you understand completely?
	SS:	L
		**************************************
415	S2:	You say please when you ask a child?
CC5	S1:	Yes
SH	S2:	L
		**************************************
447	T:	When people see that other people would know a foreign person wrote that.
CC6	S2:	How about England?
SH	SS:	L
		**************************************
469	S:	When you are brushing you should use a mirror.
CC7 SH	S1:	L
		**************************************
549	T:	Why is it weak advice?
CC8	S2:	Because you told us yesterday!
SH	S2:	L
		**************************************

CC9 T: Did you get a strong or weak
SH [response]?
S: Middle
S: L
****
615 T: What is an example of a competition?
CC10 S: A horse race
SH Ss: L
****
624 C: Ss misspells word (means contest)
CC11 S: C-O-N-C-U-R-L
SH Ss: L
****
636 S: 2 boys and 1 girl.
CC12 T: A love triangle (comically)?
NL SS: no L
****
CC12A T: (explains) Kyoto and me love the same
man.
EM SS: L
****
656 T: If you go out to a disco or bar with a;
friend do you compete?
CC13 SS: L
EM

****
CC13A T: So they compete with their jewelry --
EM whose is bigger
SS: L
****
CC13B T: (visual) Mine are better.
PH SS: L
EX

****
670 T: My sister's feet are very long
CC14 SS: L
CON

****
T: (visual -- tilting head back) My hair is
CC15 longer
PH S: (one) L
****
696 T: I think people who have an older sister
CC16 have a special problem.
NL SS: no L
****
CC16A T: That problem is that all your teachers
EM know your older sister before they know
you.
SS: L
****

CC17 SH	S:	recounts how older sister was better than her
	S:	L (nervousness?)
		**
CC17A	T:	Did you want to be a better student than your sister?
EM	S:	L
		**
CC18	T:	I used to take my sister's clothes when she wasn't there.
CON	S:	L
		**
CC18A	T:	I wanted to look like my older sister. She was very beautiful.
EM	S:	L
		**
722	C:	S says sisters don't compete in her family.
CC19	T:	I would like to be in your family and not in mine.
CON	SS:	L
		**
728	S:	My sister......(couldn't hear)
CC20 DISCOUNT [5]	SS:	L
		**
740 CC21	T:	Did they say you must act like your sister?
EM	SS:	L
		**
on pause CC22 SH	C:	Discussion of a problem posed in a Dear Abbey column about sibling rivalry; all the teachers and students compare her to her older sister.
	S:	(in pair) Have her change schools.
	SS:	(in pair) L
		**
on pause CC23 EM	T:	Are you speaking Japanese?
	SS:	no (titter)
		**
806 CC24 SH	C:	Can't say what she wants to say
	S:	L (at self)
		**
822 CC25 SH	C:	S misunderstood another student
	S:	Holly's sister should transfer out of the school?
	SS:	L

---

5) Did not include in data because tape was unclear.

838 T: Do you understand?
CC26 SS: no L
NL

****

CC26A S1: I understand
SH SS: L

****

871 T: Do you understand?
CC27 S1: Yes I understand -- L
SH

****

885 S1: Good example (about another's statement)
CC28 T: Do you understand?
EX S1: yes
T: She understood everything.
SS: L

****

CC28A T: You two should be friends with each other.
EX
SS: L

****

900 C: S is struggling to respond to T
CC29 T: Can someone help her.
SH S1: (who had been S's partner) I can!

****

CC29A T: Well we know you can (pretends to hit her)
PH
SS: L

****

918 C: After S has much trouble explaining
T: (to person who S had been paraphrasing)
CC30 Is that right?
KNOW S: Yes
T: (clap)
SS: L and clap

****

028 C: S is taking forever to speak
CC31 T: Remember I am a nervous American so you should say something.
CON SS: L

****

CC31A S1: May I help you?
SH SS: L

****

CC31B T: Do you want S1 to help you?
SH S: no
SS: L

****

CC31C	T:	(after a long time) S1 just get her SH started.
	S1:	... (with laugh) I forgot!
	SS:	L
		**
077	T:	(to S that S1 had understood earlier)
CC32		You explain what she just said. You two
EX		understand each other.
	SS:	L
		**
100	C:	T has everyone stand in middle of room.
CC33		Asks what they prefer of various items.
EM	T:	Vanilla or chocolate.
EX	C:	All but two go for chocolate
	SS:	L
		**
CC33A	T:	Singing or dancing
EM	SS:	L
CON		
		**
CC33B	T:	Now you must dance for us
EM	SS:	L
CON		
		**
CC33C	C:	Given the choice mothers and fathers
EM		everyone went to mothers.
EX	SS:	L
		**
CC33D	C:	Given the choice short hair and long
EM		hair, all the longs went to long.
EX	SS:	L
		**
CC33E	C:	Expensive restaurants or hamburgers --
EM		all went to expensive rest.
CON	SS:	L
Note:		Throughout this last exercise there was much laughter by all the students through.
		**

DD
High Intermediate
Adult School
Students: Asians, Latinos, Israeli

Most of the students participating in laughter were Latinos and the Israeli

on pause	C:	Not many people in class (8:00 a.m., Monday morning)
DD1	T:	Where is everyone?
SH	S:	Sleeping.
	SS:	L
	**************************************	
69	C:	Students walk in 15 minutes late.
DD2	T:	Good afternoon
EM	SS:	(late ones) L
	**************************************	
88 DD2A NL	C:	Story about an ex-boyfriend who has been invited to his ex's wedding. Although this is a serious subject there seemed to me some potential for laughter in the uncomfortable situation or incredulousness of it.
	T:	Who invited him to the wedding?
	SS:	No L
	**************************************	
131 DD3	C:	T asks student if she would go to the wedding. She responds maybe.
CON	T:	It depends on the weather?
	SS:	L
	**************************************	
003 DD4	C:	In Nicaragua they pay the groom to get married
EX	T:	If I want to get married I will move to Nicaragua.
	SS:	L
	**************************************	
DD5 NL	T:	What would they [people] say [if you went to an ex's wedding]? She wants him back?
	SS:	no L (see note above. could be funny)
	**************************************	
143	S:	That you lost (answer to above question)
DD6 EM	SS:	L
	**************************************	
160	T:	Do you think it's all right when a DD7 student and teacher get married?
EM	S:	(female) Yes - L
	**************************************	

194	T: I don't think it's ok (to marry a
DD8	student)
EM	Ss: L - Why, why?
	***************************************
204	C: T is trying to find someone that agrees
	with him on subject of marrying students
DD9	T: I want to find someone who agrees with
CON	me.
	SS: L
	***************************************
225	C: T is changing subject; doesn't want to
	explain his feelings.
DD10	T: Let's go on to next page
CON	SS: L
	***************************************
269	T: When you are depressed what do you do?
DD11	S: I eat a lot.
SH	SS: L
	***************************************
	T: When you are depressed what do you do?
DD12	S: I take a shower.
SH	SS: L
	***************************************
DD13	T: cold or hot?
NL	SS: no L
	***************************************
289	T: When you are depressed what do you do?
DD14	S: I go to a bar and drink.
SH	SS: Some L (subdued)
	***************************************
DD15	T: When you are depressed what do you do?
CON	S: I go shopping.
	T: Many people when depressed go shopping.
	SS: (few) L
	***************************************
340	T: How do you look at someone jealously?
DD16	SS: L (some)
PH	T: With ---- eyes?
	SS: L (some)
	***************************************
DD16A	T: How can you tell. The eye is wide open
PH	(opens his) or closed (closes his)
	SS: Some L
	***************************************
on pause	T: She's unfriendly?
DD17	SS: L
EX	
	***************************************
430	C: Defining words
DD18	T: Unintelligent, Sarah?
LH	S: stupid
	SS: L

508 DD19 PH	C:	T is explaining "hardly" and writes small on board so they can hardly read it.
	Ss:	L
		**************************************
on pause DD20	C:	Dialogue between students. Chinese Student (S1) giving short talk about herself saying she speaks various native languages. Note: S2 is Israeli.
SH	S2:	You speak English!
		**************************************
DD20A	S2:	What about the people
SH	S1:	very friendly!
	S2	Like me!
		**************************************
545 DD21	C:	Describing someone in picture. Student says person looks depressed.
SH	S2:	I say he looks scared not depressed.
	S:	ok
	SS:	L
		**************************************
DD22	T:	She just doesn't want to argue with you.
EM	SS:	L (some)
		**************************************
550 DD23	C:	The person in the picture is holding his head.
SH	S:	He has a stomachache.
		**************************************
D23A	T:He has a stomachache?	
EX	SS:	L
		**************************************
568	S:He drank a lot of coffee.	
DD24 SH	SS:	L
		**************************************
570 in DD25	C:	Czechoslovakia just lost to W. Germany soccer match
SH	S:	(Nicaraguan) He is from Czech. and he was watching the game between W. Germany and Czech.
	SS:	L
		**************************************
580 DD26	S:	He had an argument with his wife and is still angry.
SH	SS:	L
		**************************************
590	S:	Maybe he killed someone.
DD27 SH	SS:	L
		**************************************

DD28	S: He has Aids and is waiting for death.
SH	SS: L (some)
	***************************************
593	S: He has to pay the rent next day and has
DD29	no money.
SH	SS: L
	***************************************
617	S: Maybe he is crazy
DD30	SS: L (some)
SH	
	***************************************
624	S2: I tell you...
DD31	SS: L
SH	
	***************************************
636	C: S talking about someone breaking into
DD32	her home.
SH	T: What did you take
	S: A knife
	SS: L
	***************************************
DD33	S: I stayed in my room with my knife.
SH	SS: L
	***************************************
	S2 You are lucky you didn't go one way and
DD34	your husband the other and you meet in
SH	the middle.
	SS: L
	***************************************
650	C: Discussing what the man in a Picture
	had been advertising
DD35	S2 I think it was a security system.
SH	SS: L
	***************************************
675	T: Toothpaste [what ad was for]?
DD36	SS: L (some)
CON	
	***************************************
DD37	S: For computer. If you have a computer it
	can do many things.
SH	SS: L (some)
	***************************************
700	T: What is this advertisement for?
DD38	S: For lawyers
SH	SS & T: L (some)
	***************************************
779	C: T writes "Arturo" on board instead of
DD39	Mexico (Arturo is from Mexico and T was
CON	writing where everyone was from.)
	SS: L (lots)
	***************************************

800 DD40	C:	Discussing wedding customs. One Chi student says that friends spend the SH night before the wedding sleeping together
	S2:	The men sleep with the women?
	SS:	L
	**************************************	
851	S:	Doing what?
DD41	SS	L (some)
SH		
	**************************************	
884	T:	The groom wears a new dress?
DD42	SS:	L
CON		
	**************************************	
on pause	C:	People fast the day before wedding.
DD43	T:	They just get married?
EX	SS:	L (some)
	**************************************	
785	S:	They get dizzy.
DD44	SS:	L
SH		
	**************************************	
on pause	C:	S reports back what another S told her. S indicates hadn't said that at all.
DD45	T:	You didn't say that?
AG	SS:	L
	**************************************	
DD46 EX	C:	in Hong Kong at one time you could have more than one wife
	T:	I want to go to Hong Kong
	SS:	L
	**************************************	
on pause	C:	Discussing legal age for marriage
DD47	T:	For me it is 45
EX	SS:	L (some)
	**************************************	
on pause	C:	A tradition to kidnap bride
DD48	T:	Does the groom still steal the bride?
SH	S:	Sounds romantic
	SS:	L (some)
	**************************************	
937	S2:	The bride's family said it was okay
DD49	SS:	L
SH		
	**************************************	
DD50	T:	That's romantic?
EX	SS:	L
	**************************************	
DD51	S2:	A 14 year old (the bride] and a man who looked like a monkey [the groom]
SH	SS:	L

Teacher EE
High Intermediate Level
Adult School
Students: Latinos and Asians

059 C: Monday of a week where Wed is off and
EE1 they don't go to school on Fridays.
EX T: Don't make it a super long weekend. You
already have a long weekend.
SS: L (some)
****
065 C: T gave wrong attendance list
EE2 SS: L
CON
****
EE3 T: It's Monday, what do you want?
KNOW SS: L
****
077 T: Do you want to go to the zoo and go see
EE4 the Monkeys?
CON SS: L
****
EE5 T: You can bring your husbands, wives,
NL children grandmothers, grandfathers,
neighbors...
SS: no L
****
EE6 S: Pets?
SH T: (L) no pets
S: L
****
100 C: T says will meet people or zoo or at
school
EE7 T: I will be walking by the school at 9:30
CON SS: L (some)
****
182 T: These apes are our cousins!
EE8 SS: No L
NL
****
EE9 T: You don't think you are a monkey?
CON SS: L
****
187 T: What are genes -- not blue jeans?
EE10 SS: L
LH
****
210 T: If your father has blue hair and blond
EE11 eyes...
CON SS: L
****

284 C: T discussing conversational "no-no's";
EE12 certain things are "None of your
EX business." *
T: How much money do you make? None of
your business
SS: L

****

EE12A T: How old are you. None of your business.
EX SS: L

****

EE12B T: How much money do you make. None of
EX your business.
SS: L

*Note: There is a series of these.
Laughter winds down as it goes
along (possibly also because he
says are you a Nazi? Are you a
communist, etc.)

****

312 C: Discussing why you should not ask
someone's age. Many in class are older
than T
EE13 T: Just wait 10 years [when you are older]
CON SS: L

****

EE14 T: I don't like people asking my age. I am
getting too old. [T is probably in 30s]
CON SS: L

****

EE15 S: People ask how old when you get here and
SH then how many years you have been
here....
SS: L

****

332 T: You can hide your age by getting a face
EE16 lift.
CON SS: L

****

EE16A T: A little hair color
CON SS: L

****

356 T: Everyone should be young and beautiful
EE17 SS: L (some)
EX

****

382 T: I don't care about my big nose.
EE18 SS: L
EM

****

415 EE19 CON	T: How much money do you have? Are you rich? SS: Yes! L
	**
440 EE20 PH	C: Discussing where things are pronounced in mouth (vowels) T: Can you feel it [tongue] go around? SS: L
	**
on pause EE21 LH	T: Better, batter, butter, battle, bottle SS: L (some)
	**
on pause EE22 NL	T: (cracking up over minimal pairs/rhyming) SS: no L
	**
452 EE23 NL	T: What is black and white and read all over? (explain) S: No L
	**
EE23A LH	T: Repeat SS: L (some)
	**
on pause EE24 NL	T: We say that because we are American and can say anything we want SS: No L
	**
EE25 SH	S: joke about nice looking person being called a bon bon in Spanish SS: L (other Hispanic?)
	**
580 EE26 LH	C: Student explaining what bon bon chicken is at T's request S: (Chinese) enunciates the correct pronunciation SS: L
	**
595 EE27 CON	C: Ss Describing what Bon bon chicken is; one student says that it is filled with something and another says it is filled with nothing. SS: L
	**
598 EE28 CON	T: I thought it sounded like chocolate candy chicken. SS: L
	**
606 EE29 PH	C: T mimics licking lollipop SS: L
	**

619 C: S reports how they use bon bon for nice
EE30 looking women
SH S: They say bye bye bon bon
SS: L

****

750 T: Butter is high in calories; bad for the
EE31 heart
CON SS: L (Some)

****

770 C: Taking about the homeless
EE32 T: We call them street people
LH SS: L (some)

****

798 T: How many legs does a bug have?
EE33 S: 4
EX T: Huh? Have you ever looked at a bug?
SS: L

****

EE34 T: Spiders have 8, bugs 6 and dogs 4
CON SS: L

****

EE35 T: The next time [you see a spider] count
CON SS: L

****

820 C: Defining "blah"
EE36 T: Do you feel blah today?
LH SS: Smile

****

840 T: opium (said in Chinese)
EE37 SS: L (some)
LH

****

840 T: (to two students) Did you live in EE38
Thailand?
EM SS: (two) No! L

****

875 S: What is puppy love?
EE39 T: explains
LH SS: L

****

893 S: You can eat a duck but not a dock!
EE40 T: You can eat a duck but not a dock.
SH SS: L

****

45 T: Do you have any preventive medicine in
EE41 your daily life?
SH S: Eat! L

****

EE42 S: Washing your hands!
SH SS: L

****

145 EE43	T:	If you were thinking about jumping off the Golden Gate Bridge, would you tell your doctor?
CON	SS:	L
		**
192	C:	computers doing job of therapists
EE44	T:	Would you Like or dislike the computer if you were a therapist?
SH	S:	Dislike
	T:	Why
	S	Lose a job. L
		**

Teacher FF
High Intermediate
Intensive Academic Program

```
273             C:   T crawls on knees for S's food
FF1             SS:  L
PH
                ***************************************
FF2             C:   T speaks Japanese?
LH              SS:  L
                ***************************************
                C:   S Gives T food
FF3             S:   You keep
EX              T:   no, no, no (exaggerated)
                SS:  L
                ***************************************
283             C:   T apologizes for being late in funny
FF4                  voice.
NL              SS:  no L
                ***************************************
291             C:   T is teasing them that they don't really
FF5                  care that he was late.
EM              T:   George it's ok if you don't come.
                SS:  L (some)
                ***************************************
FF6             C:   T is tap dancing and snapping his
PH                   fingers.
                SS:  L (some)
                ***************************************
FF7             C:   T sees me recording
EX              T:   She is recording this.  The world will
                     know I am crazy!
                SS:  Some L
                ***************************************
305             S:   What of the trip?
FF8             T:   (mimicking accent) the trrrripppe?
NL              SS:  no L
                ***************************************
310             S:   How about the trip, George.  Where we
FF9                  go?
CON             T:   I don't know, I don't know
                SS:  L (some)
                ***************************************
327             C:   S drops something
FF10            T:   (sound) hugghhhghh!
LH              SS:  L
                ***************************************
```

338 C: Talking to student who hadn't been to school previous session.
FF11 T: Who are you? What are you doing here any way?
EM S: (the one he was talking to) L

****

372 C: (Yuki) always stays with her friend.
FF12 She went to wrong group to be with her.
EM T: Yuki, get over here.
Yuki: L

****

388 C: Trying to get students to participate in group work
FF13
EM T: Guys don't be so quiet, so shy (in humorous manner)
S: Smile

****

on pause C: Japanese student to Chinese student
FF14 S1: What is respect?
LH S2: writes character
SS: L

****

on pause C: S1 explains about characters to T
FF15 SS: L
KNOW

****

on pause Chinese students laugh among themselves as
FF16 they work on problems????
DISCOUNT

****

431 S: Desertification, is that correct?
FF17 T: L. That's good
SH

****

455 T: What happens to people when they loose their homes?
FF18 SS: They become homeless -- L
SH

****

FF18A C: S just answered the questions what EX happens to people when they lose their homes: they become homeless.
T: Too easy
SS: L

****

467 T: What happens when people lose their
FF19 homes?
CON SS: L

****

FF20 S: They find a new home -- L
SH

****

497 T: What would you do if people moved to
your country.
FF21 S: (Palestinian) I would fight them and
SH kick them out
SS: L
****
511 S:If a lot of people move to my country it
FF22 would look smaller.
SH SS: L
****
FF23 S: (Asian female) I would kill them.
SH SS: L
****
FF24 T: I'm not going to your country.
EX SS: L (some)
****
525 C: Question what would happen if there were
no people on earth?
FF25 S: There would be no life if no people
EX T: Really? People are the only life on the
earth?
S: 1 or 2 L
****
538 T: I don't agree
FF26 S: (Chi??) L
EM

****
FF27 C: An Italian and Chinese student are
SH making hand signals to each other and
Laughing
****
550 S: And there would be no George.
FF28 SS & T: L
SH

****
FF28A C: Question what would happen if there were
no people on earth.
EX T: no grammar class
SS: L
****
569 C: T says "piece of cake"
FF29 S: (seriously) What language is that?
SH SS: L
****
575 S: Taco Bell
FF30 SS: L
SH

****
FF30A T: What does that have to do with piece of
cake?
EM SS: L
****

595 C: Question How long have you been in the US.
FF31
SH S: I have been here for ever and ever.
S: L
****
602 C: Working on present perfect. Giving examples
FF32
SH S: I have been thinking of you.
SS: L
****
tape pause S: Is the present perfect always have?
FF33 T: repeats -- then yes
CON SS: L
****
630 C: Student has trouble answering question
FF34 S: Phewww
SH SS: L
****
FF34A T: Whew, (makes other comments/sounds of relief)
LH SS: L
****
679 C: T & S stick tongues out at each other.
FF35 S & T: L (no one else)
PH

****
685 C: T assigns homework
FF36 SS: L
EM

****
FF36A T: (maniacal L)
PH SS: L more
****
FF36B T: You guys just love it when I give you homework.
EX SS: L (some)
****
692 C: S sticking out tongue
FF37 T: Put your tongue in
NL S: sticks tongue out
SS: no L
****
700 C: T is assigning homework
FF38 T: Do you want more than 15 & 16
EX S: Silence
T: 15, 16 and 17.
SS: oh no, L

Teacher GG
Beginners
Adult School
Students: Asian (mostly over 50 years old)

S1 = young Chinese male

025 C: T introduces me and says I will be watching
GG1 T: Everybody be good -- OK?
NL SS: No L
****
059 C: T defines morning
GG2 T: [writes] 1:00 - 11:59
EX SS: (some) L
****
075 C: The day is a Monday
GG3 T: If talking about Saturday can you say yesterday?
SH S1: Yes...if you say it on Sunday!
SS: No L
****
121 C: Two Ss confuse 11:59 for 11:SP
GG4 SS: (involved) L
EM
****
134 C: T is inquiring after S who is absent
GG5 T: (in aside to me) He's about 75 so we worry.
EX SS: (some) L
****
GG6 T: Maybe he's at the racetrack?
NL SS: no L
****
149 T: No I wasn't, yes I was, no I wasn't ...
GG7 SS: L
LH
****
152 C: yesterday was Sunday
GG8 T: Were you at school yesterday afternoon?
SH S: Yes I was
SS: (some) L
****
162 T: Were you at school yesterday morning?
GG9 S: Yes.
SH SS: L
****
186 T: (in stricken voice) You were at work on Sunday afternoon; that's terrible.
GG10
EX SS: (some) L
****

217 T: Where were you yesterday morning?
GG11 S: In bed
SH SS: (some) L
****
GG12 T: I'm tempted to ask another
NL question...but I won't.
SS: No L
****
234 T: Dim Sum is the extent of my bilingual
GG13 abilities.
NL SS: No L
****
239 C: Most students were answering the where
were you questions with, "at home."
GG14 T: You were at home too; everybody was at
home!
EX SS: some L
****
280 C: T has asked a student if she was at home
in the afternoon, in the morning.
GG15 T: You were home all day? (exaggerated)
EX SS: Some smiles
****
392 C: Bank looks like bark as T has written it
on board
GG16 T: (Laughing) That doesn't look like bank
CON SS: (some) L as T corrects it
****
475 C: T is having Ss stretch
GG17 T: Touch the walls, touch the ceiling
CON SS: (some) chuckles
Smiling throughout this exercise
****
GG18 C: S1 is not holding up both hands as asked
SH T: What's wrong with your other arm?
S: Nothing & L
****
530 C: S looking something up in dictionary
GG19 T: (to me) if it's not in Chinese it NL
doesn't count.
SS: No L
****
545 T: When do you stretch -- in the morning?
GG20 S: In here
SH

****
GG20A T: True we stretch everyday in here
NL at 11:30.
SS: No L
****

600	C:	Man in lesson forgot about his date with woman.
GG21	T:	What happened?
SH	S:	He forgot
	SS:	(some) L

****

645	C:	Woman was stood up by man
GG22	T:	[say to man] Next time you **pay**.
CON	SS:	(Some) L

****

705 GG23 CON	C:	Ss all recite dialogue aloud the same thing but at different speeds and with profuse mistakes which creates a great cacophony of confusion.
	SS:	L

****

742	C:	S gets carried away in dialogue and says more than is required.
GG24	S:	Hi Jason How are you.
SH	SS:	L

****

760	C:	S keeps making mistakes
GG25	SS:	L
SH		

****

805	S:	(garbled) Oh hi (???)
GG26	SS:	L
DISCOUNT		

****

820 GG27	T:	(jokingly) When I talk, you listen. Every word that comes out of my mouth is important for you.
EM	SS:	few Smiles, no L

****

830	C:	T returning papers to student
GG28	S:	(before seeing paper) very poor.
SH	SS:	(some) L

HH
High Intermediate
Adult School

014 C: Ss ask T what did on the weekend. T looks puzzled and then gives mysterious smile.
HH1
PH SS: (some) smiles

****

HH2 S: Did you go to a restaurant?
CON T: Several
SS: L

****

HH3 C: T has said she had fun on weekend
SH S: Did you clean your house?
SS: L

****

075 C: T shows pencils
HH4 T: This is for your test (laughs sinisterly)
PH
SS: (few) L

****

on pause C: Ss working in pairs. T in room across hall rang a bell.
HH5 T: Did you hear that bell? It was for you. The other teacher knew it was time for you to stop!
NL
SS: No L

****

200 T: Is it possible for an adult not to be in control?
HH6 S: Like Sam? [He was a trouble-maker that just went to the next level]
SH
SS: (Some) L

****

262 C: T talking about the word apostrophe
HH7 T: Why do we spell it in such a stupid way?
NL SS: no L

****

HH8 C: T explains about Latin bases for words.
CON T: Put that in the back of your mind.
S: (1) L

****

275 T: Do you believe me?
HH9 SS: L
EM

****

HH9A T: Sometimes I feel like you don't believe me.
NL
SS: No L

****

300 C: Ss answer question correctly
HH10 T: Very good
EM SS: (some) L

****

312 C: Talking about the word "though"
HH11 T: It's not so hard to learn, though.
LH S: L

****

327 C: T composes sentence "I like him but he's _________"
HH12 S: Mean.
SH SS: (some) L

****

HH13 T: If he's mean why do you like him?
KNOW SS: (few) L

****

HH14 T: He's mean to his cat.
NL SS: no L

****

338 S: Put it [cat] in the microwave.
HH15 SS: L
SH

****

353 C: T composing sentence.
HH16 T: I learn a lot but it's a little boring.
NL SS: No L

****

375 C: T discussing why you can put though at the end of a sentence but not although.
HH17 T: Don't ask me why; ask the first
NL Englishman.
SS: No L.

****

HH18 T: I don't think you need to work in a bank to count.
EX SS: Some L.

****

HH19 T: You calculate in your own language.
EM SS: L

****

HH20 C: Observer leaving before test
SH S1 (Hispanic to Hispanic friend) She knows English & L

****

HH21 Observer: That's why I can leave!
EX S1: L

APPENDIX B
UNCORROBORATED NOTES: HUMOR ACTS BY CLASS (NOT AUDIOTAPED)

Teacher II
Advanced Speech Class
Academic
Students: mostly Chinese

II1
EM
C: AKI WOULD GET A GRADE LOWER IF SOMEONE ELSE DIDN'T GO FIRST [1]
T: DO I HAVE A VOLUNTEER TO SAVE AKI'S GRADE?
SS: L
****
II2
SH
C: STUDENT ASKING ABOUT DOING A MAKEUP SPEECH. HE'S CONCERNED ABOUT DOING WORSE ON THE SECOND ONE THAN THE FIRST ONE.
S: WHAT IF I GET A LOWER GRADE?
SS: L
****
II3
SH
C: S GIVING SPEECH ABOUT DOGS
S: THEY WANT THEIR DOG TO ENJOY THE DOG LIFE
SS: L
****
II4
SH
C: SPEECH ON CREDIT
S: I GOT MANY REJECT LETTERS TOO
SS: L
****
II5
SH
C: S DEMONSTRATING HOW TO MAKE KIMCHEE
S: THIS [KIMCHEE] SMELLS VERY STRONG SO [PUTS IN A CONTAINER] NO SMELL
SS: L
****

---

1) Uncorroborated notes are in all capitals to differentiate them from corroborated ones.

II6
CON
C: EXPLAINING "SELL SOUL TO DEVIL"
T: YOU SELL YOUR SOUL TO GET BEAUTIFUL WOMEN, BEAUTIFUL MEN....
S: CHUCKLES

****

II7
CON
C: EXPLAINING THAT SOMETHING HAS TO BE ENFORCEABLE. MAKING SURE THAT PARENTS TEACH THEIR KIDS TO READ
T: I WOULD HAVE TO GO TO HER HOUSE. EVERYONE'S HOUSE TO SEE IF IT WORKS
SS: HALF SS L

****

II8
CON
C: FEMALE SS HITTING MALE S
T: ANNIE STOP HITTING HIM
SS: L

****

II9
LING
C: S ASKING T
S: HOW DO YOU WRITE UP?
T: YOU HAVE A PEN, A PAPER......
SS: L

****

II10
SH
C: S BELCHES LOUDLY
SS: L

****

II11
SH
C: S TURNS IN PAPER AND SOME CLAP FOR HER
SS: L

****

Teacher JJ
High Intermediate
Adult School
Students: Mixed

JJ1
EX
C: T SPEAKING TO JAPANESE STUDENT
T: EXAGGERATED "SO SORRY"
S: L

****

JJ2
CON
T: GO INTO GROUPS. MIX UP YOUR HAIR COLORS, SHOE STYLES....
S: L

****

JJ3
EX
C: EARTH DAY; T SPEAK TO STUDENT WITH A COKE CAN
T: DON'T FORGET TO RECYCLE YOUR CAN.
S: L

Teacher KK
Advanced Grammar Class
Academic
Students: Mostly Chinese

KK1
LING
C: T COMES IN LATE AND APOLOGIZES
T: WHO SAID TOO LATE?
SS: L

****

KK2
CON
C: STUDENT'S EXCUSE FOR NOT HAVING PAPER
T: THAT'S A GOOD PLACE FOR IT . IT'S LIKE HAVING YOUR UMBRELLA IN THE CAR WHEN IT RAINS.
SS: L

****

KK3
EM
T: YOU GUYS SPEAK FINE. YOU JUST CAN'T FIGURE OUT HOW TO WRITE IT
S: L (ONLY ONE)

****

KK4
NL
C: S READING SENTENCE ABOUT HEMINGWAY.
T: YOU DON'T LIKE SAYING HIS NAME, DON'T LIKE READING HIS BOOKS? (VERY SARCASTIC)
SS: NO L

****

KK5
EX
T: MY NEXT QUESTION -- YOU KNOW I HAVE A LOT OF THEM
SS: L

****

KK6
NL
C: DISCUSSING EXPERIMENTS
T: IT DOESN'T MATTER WHO DID IT. OF COURSE THE ONE WHO DID IT FIRST THINKS IT MATTERS..
SS: NO L

****

KK7
EM
C: DISCUSSING BUYING A NEW CAR
T: YOU LIKE TO BE STYLISH?
S: ONE STUDENT L

****

KK8
AG
C: DISCUSSING PASSIVE
T: THE GOVERNMENT DOESN'T WANT TO TAKE RESPONSIBILITY SO THEY USE THE PASSIVE
SS: SOME SNICKERS

****

KK9
NL
C: T WRITES SENTENCE ON BOARD
T: IT'S [THE STATEMENT] NOT TRUE; I JUST MADE IT UP
SS: NO L

****

KK10
LH
C: T HAVING TROUBLE SAYING SOMETHING TONGUE TIED
T: MAKES "PTTHHUMP" SOUND WITH TONGUE .... YOU KNOW WHAT I MEAN
SS: MOST L

****

KK11
CON
C: GIVING OUT HANDOUTS
T: (TO ONE S) YOU WANT TO PLAY TOO?
SS: (2) LAUGH

****

KK12
CON
T: (TO STUDENT) TOM BABY
SS: SOME LAUGH

****

KK13
LH
C: GIVING AN EXAMPLE
T: I AM BORING TO MOST OF MY FRIENDS
SS: L

****

KK14
NL
C: STUDENT READING OUT LOUD
S: I HAVE BEEN SO WORRIED LATELY
T: ME TOO
SS: NO L

****

KK15
NL
C: STUDENTS GETTING READY TO LEAVE WHILE T
     IS STILL TALKING
T: YOU WILL MISS THE PEARLS OF WISDOM THAT
     DROP FROM MY LIPS
SS: NO L
****

Teacher LL
Advanced Speech
Academic
Students: Asian and two Arabic

LL1
CON
C: CABLE TV
T: YOU CAN SHOP 24 HOURS...
SS: SOME L
****

Teachers MM [2]
Advanced Grammar
Academic

MM1
EX
C: STUDENT COMES IN 15 MINUTES LATE EVERYDAY.
T: HERE COMES KINGMAN, RIGHT ON SCHEDULE
SS: LAUGH

****

Advanced
Teacher training

MM2
LH
C: Having a lot of trouble getting students to respond, she is telling them her policy on names and asking them what she should call them. They all have head down. She points to one and says what should I call you. They all laugh. Students name was Yu.

---

2) Anecdotal information about two teachers.

APPENDIX C
TEACHER-INITIATED HUMOR ACTS BY CATEGORY

AGGRESSIVE HUMOR

Class

C: S reports back what another S told her. S indicates hadn't said that at all.
DD45 T: You didn't say that?
SS: L

****

KK8 [1] C: DISCUSSING PASSIVE
T: THE GOVERNMENT DOESN'T WANT TO TAKE RESPONSIBILITY SO THEY USE THE PASSIVE
SS: SOME SNICKERS

****

---

1) Uncorroborated notes are in all capitals to differentiate them from corroborated ones.

CONTRAST HUMOR

Class

AA2 T: How's the weather?
S: It's hot.
T: Why do you have a jacket on?
SS: L
****
AA14 T: Car isn't useful because she can't drive.
SS: 1 or 2 chuckles
****
AA24 C: Ss emptying out pockets
T: I saw you had candy; I want that candy
SS: some L
****
C: T paraphrasing a S
CC3 T: How can I stop brushing my teeth? Is she addicted to brushing her teeth?
SS: L
****
T: My sister's feet are very long
CC14 SS: L
****
CC18 T: I used to take my sister's clothes when she wasn't there.
S: L
****
C: S says sisters don't compete in her family.
CC19 T: I would like to be in your family and not in mine.
SS: L
****
CC31 C: S is taking forever to speak
T: Remember I am a nervous American so you should say something.
SS: L
****
CC33A T: Singing or dancing
SS: L
****
CC33B T: Now you must dance for us
SS: L
****
CC33E C: Expensive restaurants or hamburgers -- all went to expensive rest.
SS: L
****
DD3 C: T asks student if she would go to the wedding. She responds maybe.
T: It depends on the weather?
SS: L

C: T is trying to find someone that agrees with him on subject of marrying students
DD9 T: I want to find someone who agrees with me.
SS: L

****

C: T is changing subject; doesn't want to explain his feelings.
DD10 T: Let's go on to next page
SS: L

****

DD15 T: When you are depressed what do you do?
S: I go shopping.
T: Many people when depressed go shopping.
SS: (few) L

****

T: Toothpaste [what ad was for]?
DD36 SS: L (some)

****

C: T writes "Arturo" on board instead of
DD39 Mexico (Arturo is from Mexico and T was writing where everyone was from.)
SS: L (lots)

****

T: The groom wears a new dress?
DD42 SS: L

****

EE2 C: T gave wrong attendance list
SS: L

****

EE4 T: Do you want to go to the zoo and go see the Monkeys?
SS: L

****

C: T says will meet people or zoo or at school
EE7 T: I will be walking by the school at 9:30
SS: L (some)

****

EE9 T: You don't think you are a monkey?
SS: L

****

T: If your father has blue hair and blond
EE11 eyes...
SS: L

****

C: Discussing why you should not ask someone's age. Many in class are older than T
EE13 T: Just wait 10 years [when you are older]
SS: L

****

EE14 T: I don't like people asking my age. I am
getting too old. [T is probably in 30s]
SS: L

****

T: You can hide your age by getting a face
EE16 lift.
SS: L

****

EE16A T: A little hair color
SS: L

****

T: How much money do you have? Are you
EE19 rich?
SS: Yes! L

****

C: Ss Describing what Bon bon chicken is;
EE27 one student says that it is filled with
something and another says it is filled with
nothing.
SS: L

****

EE28 T: I thought it sounded like chocolate candy
chicken.
SS: L

****

EE31 T: Butter is high in calories; bad for the
heart
SS: L (Some)

****

EE34 T: Spiders have 8, bugs 6 and dogs 4
SS: L

****

EE35 T: The next time [you see a spider] count
SS: L

****

T: If you were thinking about jumping off
EE43 the Golden Gate Bridge, would you tell your
doctor?
SS: L

****

S: How about the trip, George. Where we
FF9 go?
T: I don't know, I don't know
SS: L (some)

****

T: What happens when people lose their
FF19 homes?
SS: L

****

S: Is the present perfect always have?
FF33 T: repeats -- then yes (seemed unsure)
SS: L

C: Bank looks like bark as T has written it on board
GG16 T: (Laughing) That doesn't look like bank
SS: (some) L as T corrects it

****

C: T is having Ss stretch
GG17 T: Touch the walls, touch the ceiling
SS: (some) chuckles

****

C: Woman was stood up by man
GG22 T: [say to man] Next time you pay.
SS: (Some) L

****

GG23 C: Ss all recite dialogue aloud the same thing but at different speeds and with profuse mistakes which creates a great cacophony of confusion.
SS: L

****

HH2 S: Did you go to a restaurant?
T: Several
SS: L

****

HH8 C: T explains about Latin bases for words.
T: Put that in the back of your mind.
S: (1) L

****

II6 C: EXPLAINING "SELL SOUL TO DEVIL"
T: YOU SELL YOUR SOUL TO GET BEAUTIFUL WOMEN, BEAUTIFUL MEN....
S: CHUCKLES

****

II7 C: EXPLAINING THAT SOMETHING HAS TO BE ENFORCEABLE. MAKING SURE THAT PARENTS TEACH THEIR KIDS TO READ
T: I WOULD HAVE TO GO TO HER HOUSE. EVERYONE'S HOUSE TO SEE IF IT WORKS
SS: HALF SS L

****

II8 C: FEMALE SS HITTING MALE S
T: ANNIE STOP HITTING HIM
SS: L

****

JJ2 T: GO INTO GROUPS. MIX UP YOUR HAIR COLORS, SHOE STYLES....
S (RUS AND CHINESE): L

****

KK2 C: STUDENT'S EXCUSE FOR NOT HAVING PAPER
T: THAT'S A GOOD PLACE FOR IT. IT'S LIKE HAVING YOUR UMBRELLA IN THE CAR WHEN IT RAINS.
SS: L

KK11 C: GIVING OUT HANDOUTS
T: (TO ONE S) YOU WANT TO PLAY TOO?
SS: (2) LAUGH
****
KK12 T: (TO STUDENT) TOM BABY
SS: SOME LAUGH
****
LL1 C: CABLE TV
T: YOU CAN SHOP 24 HOURS...
SS: SOME L
****

DISCOUNTED HUMOR ACTS

Class

S: My sister......(couldn't hear)
CC20 SS: L
****
FF16 Chinese students laugh among themselves as they work on problems????
****
S: (garbled) Oh hi (???)
GG26 SS: L
****

EMOTION HUMOR

Class

C: T speaking with one student about her family
BB3 T: You had four children in a row and then you stopped?
S: L

****

BB4 C: T recounting some private conversations she had with students.
T: And one student was saying how to make green peppers with fish and mushrooms inside.
SS: L

****

BB4A T: So X was telling us how to cook.
SS: L

****

C: T asking student about future plans
BB5 T: What tense did I say that in?
SS: (about 2) L

****

BB8A T: Goes out with girlfriends
SS: (few) titters

****

BB10 C: Ss reading aloud and then answering the question: would you rather have a cup of coffee or a cup of tea right now. Simultaneously half say coffee, half say tea.
S: L (few and muted)

****

C: I am talking to a female student about family and misunderstood what S said.
BB14 D: You want 10 children?
S: L

****

C: students are speaking in Chinese
BB15 T: It is not a bilingual classroom
T: L

****

C: T is handing out papers but is short since some of them came out blank.
BB16 T: I'm sorry these papers are blank.
SS: (2 - affected) L

****

C: S1 can't decide if picture is of a man or woman (it's a man).
CC2 S1: Looks like old woman.
S1: L

****

C: T explaining what a love triangle is
CC12A T: Kyoto and me love the same man.
SS: L
****
CC13 T: If you go out to a disco or bar with a friend do you compete?
SS: L
****
CC13A T: So they compete with their jewelry -- whose is bigger
SS: L
****
CC16A T: That problem is that all your teachers know your older sister before they know you.
SS: L
****
CC17A T: Did you want to be a better student than your sister?
S: L
****
CC18A T: I wanted to look like my older sister. She was very beautiful.
S: L
****
CC21 T: Did they say you must act like your sister?
SS: L
****
CC23 T: Are you speaking Japanese?
SS: no (titter)
****
C: T has everyone stand in middle of room.
CC33 Asks what they prefer of various items.
T: Vanilla or chocolate.
C: All but two go for chocolate
SS: L
****
CC33A T: Singing or dancing
SS: L
****
CC33B T: Now you must dance for us
SS: L
****
CC33C C: Given the choice mothers and fathers everyone went to mothers.
SS: L
****
CC33D C: Given the choice short hair and long hair, all the longs went to long.
SS: L
****

CC33E C: Expensive restaurants or hamburgers -- all went to expensive rest.
SS: L

Note: Throughout this last exercise there was much laughter by all the students through.

****
C: Students walk in 15 minutes late.
DD2 T: Good afternoon
SS: (late ones) L
****
S: That you lost (answer to above question)
DD6 SS: L
****
DD7 T: Do you think it's all right when a student and teacher get married?
S: (female) Yes - L
****
DD8 T: I don't think it's ok (to marry a student)
Ss: L - Why, why?
****
DD22 T: She just doesn't want to argue with you.
SS: L (some)
****
EE18 T: I don't care about my big nose.
SS: L
****
EE38 T: (to two students) Did you live in Thailand?
SS: (two) No! L
****
FF5 C: T is teasing them that they don't really care that he was late.
T: George it's ok if you don't come.
SS: L (some)
****
FF11 C: Talking to student who hadn't been to school previous session.
T: Who are you? What are you doing here any way?
S: (the one he was talking to) L
****
C: (Yuki) always stays with her friend.
FF12 She went to wrong group to be with her.
T: Yuki, get over here.
Yuki: L
****
C: Trying to get students to participate in
FF13 group work
T: Guys don't be so quiet, so shy (in humorous manner)
S: Smile

T: I don't agree
FF26 S: (Chi??) L
****
FF30A T: What does that have to do with piece of cake?
SS: L
****
C: T assigns homework
FF36 SS: L
****
C: Two Ss confuse 11:59 for 11:SP
GG4 SS: (involved) L
****
T: (jokingly) When I talk, you listen.
GG27 Every word that comes out of my mouth is
important for you.
SS: few Smiles, no L
****
T: Do you believe me?
HH9 SS: L
****
C: Ss answer question correctly
HH10 T: Very good
SS: (some) L
****
HH19 T: You calculate in your own language.
SS: L
****
II1 C: AKI WOULD GET A GRADE LOWER IF SOMEONE ELSE
DIDN'T GO FIRST
T: DO I HAVE A VOLUNTEER TO SAVE AKI'S GRADE?
Ss: L
****
KK3 T: YOU GUYS SPEAK FINE. YOU JUST CAN'T FIGURE
OUT HOW TO WRITE IT
S: L (ONLY ONE)
****
KK7 C: DISCUSSING BUYING A NEW CAR.
T: YOU LIKE TO BE STYLISH
S: (ONE) L
****

EXAGGERATION HUMOR

Class

C: long-running joke between T and SS re her coffee drinking
AA10 S: mumble something about coffee
T: Coffee is not unhealthy!
SS: (some) L
****
AA12 C: Discussing what is more important - health or money. One student disagrees.
S: If have health can go to work and get the money.
T: ha, ha, ha (exaggerated) -- different opinion, huh
SS: some L
****
AA13A C: Discussing health and money. A student shouts out welfare.
T: Welfare--that's the solution!
SS: L
****
AA16A T: Ok, ok, no problem (sarcastic)
SS: L
****
AA16A T: Ok, ok, no problem (sarcastic)
SS: L
****
AA20A T: Coffee is #1, the most important thing in this whole world.
SS: L
****
AA20C C: see above
S (male): Women
T: Second only to coffee
SS: L
****
AA23 S: Flashlights are cheaper than cars
T: Much cheaper
SS: L
****
AA29 C: T to S who had spoken about dogs
T: My family is more important than dogs
S: L
****
C: On "My teacher" statement
AA36 T: Now be careful
SS: L
****

AA37 S: More beautiful
T: Level 600, come to my house for
dinner. I'll give you my jewels...
SS: L
****
BB6 T: You are going cherry picking this weekend and
what are you going to bring us?
SS: L
****
BB7 C: A student is going cherry picking and another
student wants information on how to get there
and other things. After going over all that
the T speaks.
T: Don't forget the cherries
SS: L
****
C: T wants students to "give advice" to person
in picture. Frank is smoking and also
laughing.
CC1 S1: Stop laughing!
S1: L
****
CC13B T: (visual) Mine are better.
SS: L
****
S1: Good example (about another's statement)
CC28 T: Do you understand?
S1: yes
T: She understood everything.
SS: L
****
CC28A T: You two should be friends with each
other.
SS: L
****
T: (to S that S1 had understood earlier)
CC32 You explain what she just said. You two
understand each other.
SS: L
****
C: T has everyone stand in middle of room.
CC33 Asks what they prefer of various items.
T: Vanilla or chocolate.
C: All but two go for chocolate
SS: L
****
CC33C C: Given the choice mothers and fathers
everyone went to mothers.
SS: L
****

CC33D C: Given the choice short hair and long hair, all the longs went to long.
SS: L
****
C: In Nicaragua they pay the groom to get married
DD4 T If I want to get married I will move to Nicaragua.
SS: L
****
T: She's unfriendly?
DD17 SS: L
****
DD23A T: He has a stomachache?
SS: L
****
C: People fast the day before wedding.
DD43 T: They just get married?
SS: L (some)
****
DD46 C: in Hong Kong at one time you could have more than one wife
T: I want to go to Hong Kong
SS: L
****
C: Discussing legal age for marriage
DD47 T: For me it is 45
SS: L (some)
****
DD50 T: That's romantic?
SS: L
****
C: Monday of a week where Wed is off and they don't go to school on Fridays.
EE1 T: Don't make it a super long weekend. You already have a long weekend.
SS: L (some)
****
EE12 C: T discussing conversational no-nos. Certain things are "None of your business."
T: How much money do you make? None of your business.
SS: L
****
EE12A T: How old are you. None of your business.
SS: L
****

EE12B T: How much money do you make. None of your business.
SS: L

Note: there is a series of these and the laughter winds down as it goes along (possibly also because he says are you a Nazi? Are you a communist, etc.)
****
T: Everyone should be young and beautiful
EE17 SS: L (some)
****
T: How many legs does a bug have?
EE33 S: 4
T: Huh? Have you ever looked at a bug?
SS: L
****
C: S Gives T food
FF3 S: You keep
T: no, no, no (exaggerated)
SS: L
****
FF7 C: T sees me recording
T: She is recording this. The world will know I am crazy!
SS: Some L
****
FF18A C: S just answered the questions what happens to people when they lose their homes: they become homeless.
T: Too easy
SS: L
****
FF24 T: I'm not going to your country.
SS: L (some)
****
C: Question what would happen if there were no people on earth?
FF25 S: There would be no life if no people
T: Really? People are the only life on the earth?
S: 1 or 2 L
****
FF28A C: Question what would happen if there were no people on earth.
T: no grammar class
SS: L
****
FF36B T: You guys just love it when I give you homework.
SS: L (some)
****

C: T is assigning homework
FF38 T: Do you want more than 15 & 16
S: Silence
T: 15, 16 and 17.
SS: oh no, L
****
C: T defines morning
GG2 T: [writes] 1:00 - 11:59
SS: (some) L
****
C: T is inquiring after S who is absent
GG5 T: (in aside to me) He's about 75 so we worry.
SS: (some) L
****
T: (in stricken voice) You were at work on
GG10 Sunday afternoon; that's terrible.
SS: (some) L
****
C: Most students were answering the where were
you questions with, "at home."
GG14 T: You were at home too; everybody was at home!
SS: some L
****
C: T has asked a student if she was at home in
the afternoon, in the morning.
GG15 T: You were home all day? (exaggerated)
SS: Some smiles
****
HH18 T: I don't think you need to work in a bank to
count.
SS: Some L.
****
HH21 Observer: That's why I can leave!
S1: L
****
JJ1 C: T SPEAKING TO JAPANESE STUDENT
T: EXAGGERATED "SO SORRY"
S: L
****
JJ3 C: EARTH DAY; T SPEAK TO STUDENT WITH A COKE
CAN.
T: DON'T FORGET TO RECYCLE YOUR CAN.
S (RUS AND CHINESE): L
****
KK5 T: MY NEXT QUESTION -- YOU KNOW I HAVE A LOT OF
THEM
SS: L
****
MM1 C: STUDENT COMES IN 15 MINUTES LATE EVERYDAY.
T: HERE COMES KINGMAN, RIGHT ON SCHEDULE
SS: LAUGH
****

KNOWLEDGE HUMOR

Class

AA40 T: Tomorrow is more important than today because its Friday.
SS: some L

****

CC30 C: After S has much trouble explaining
T: (to person who had been paraphrasing) Is that right?
S: Yes
T: (clap)
SS: L and clap

****

EE3 T: It's Monday, what do you want?
SS: L

****

C: S1 explains about characters to T
FF15 SS: L

****

HH13 T: If he's mean why do you like him?
SS: (few) L

****

LINGUISTIC HUMOR

Class

C: Student named Sonny
AA1 T: Sonny is here? and weather?
Ss: L
****
AA6 T: Gibberish. (pretend speaking some other lang.)
S: L
****
AA7 C: T Trying to say "health" in Chinese
SS: (Chinese) L
****
BB2 C: The new student (me) is asked her name which is the same as the teachers.
SS: L
****
C: Working on "would rather than"
BB9 T: Would you rather eat Czazu Bow or Bolo Bow for breakfast.
Ss: Lots of laughs
****
C: Defining words
DD18 T: Unintelligent, Sarah?
S: stupid
SS: L
****
EE10 T: What are genes -- not blue jeans?
SS: L
****
EE21 T: Better, batter, butter, battle, bottle
SS: L (some)
****
C: T asks: What is black and white and read all over? and then explains when Ss don't laugh.
EE23A
T: Repeat joke
SS: L (some)
****
C: Student explaining what bon bon chicken is at T's request
EE26
S: (Chinese) enunciates the correct pronunciation
SS: L
****
C: Taking about the homeless
EE32 T: We call them street people
SS: L (some)
****

C: Defining "blah"
EE36 T: Do you feel blah today?
SS: Smile

****

T: opium (said in Chinese)
EE37 SS: L (some)

****

S: What is puppy love?
EE39 T: explains
SS: L

****

FF2 C: T speaks Japanese?
SS: L

****

C: S drops something
FF10 T: (sound) hugghhhghh!
SS: L

****

C: Japanese student to Chinese student
FF14 S1: What is respect?
S2: writes character
SS: L

****

FF34A C: Student has just answered something and gone, "Phewww."
T: Whew, (makes other comments/sounds of relief)
SS: L

****

T: No I wasn't, yes I was, no I wasn't ...
GG7 SS: L

****

C: Talking about the word "though"
HH11 T: It's not so hard to learn, though.
S: L

****

II9 C: S ASKING T
S: HOW DO YOU WRITE UP?
T: YOU HAVE A PEN, A PAPER......
SS: L

****

KK1 C: T COMES IN LATE AND APOLOGIZES.
T: WHO SAID TOO LATE?
SS: L

****

KK10 C: T HAVING TROUBLE SAYING SOMETHING -- TONGUE TIED
T: MAKES PTTHHUMP SOUND WITH TONGUE...YOU KNOW WHAT I MEAN
SS: MOST L

****

KK13 C: GIVING AN EXAMPLE
T: I AM BORING MOST OF MY FRIENDS
SS: L

****

MM2 C: T ASKS SS WHAT SHE SHOULD CALL THEM. SHE UNKNOWINGLY POINTS TO ONE -- NAMED YU!
T: WHAT SHOULD I CALL YOU
SS: L

PHYSICAL HUMOR

Class

C: T sneezed funnily
AA3 SS: L
****
AA5 T: No chickens, no eggs -- chickens are necessary for eggs (funny posture)
SS: L
****
AA9 C: S say water is useful in the kitchen
T: you don't have to take a bucket and go outside (mimic taking water out)
S: (1) L
****
T: You say here kitty, kitty, kitty and they (mimic standoffish behavior)
AA38 SS: L
****
C: T showing how people compete over jewelry
CC13B T: (visual) Mine are better.
SS: L
****
CC15 T:(visual -- tilting head back) My hair is longer
S: (one) L
****
T: pretends to hit student
CC29A SS: L
****
C: Showing how you look at someone jealously
DD16 T: With ---- eyes?
SS: L (some)
****
DD16A T: How can you tell. The eye is wide open (opens his) or closed (closes his)
SS: Some L
****
DD19 C: T is explaining "hardly" and writes small on board so they can hardly read it.
Ss: L
****
C: Discussing where things are pronounced in mouth (vowels)
EE20 T: Can you feel it [tongue] go around?
SS: L
****

C: T crawls on knees for S's food

FF1 SS: L

****

FF6 C: T is tap dancing and snapping his fingers.

SS: L (some)

****

C: T mimics licking lollipop

FF29 SS: L

****

C: T & S stick tongues out at each other.

FF35 S & T: L (no one else)

****

FF36A T: (maniacal L)

SS: L more

****

C: Ss ask T what did on the weekend. T looks puzzled and then gives mysterious smile.

HH1 SS: (some) smiles

****

C: T shows pencils

HH4 T: This is for your test (laughs sinisterly)

SS: (few) L

****

Taboo Humor

	C:	teasing Vincent about being tired
BB8	T:	You're always tired, what do you do at night?
	SS:	(few) titters

****

APPENDIX D
STUDENT-INITIATED HUMOR ACTS BY CLASS

Cls	Type	
		S: [writes] chicken is necessary
AA4	CON	SS: L **
AA8	EX	T: What more useful than shoes S: pants SS: L (T laugh too -- influence?) **
AA13	EX	C: Discussing health and money. S: (shouts out) Welfare! **
AA15	EX	C: Long-running coffee joke T: Coffee in the morning is important or unimportant? SS: unimportant (no Ls but tone is humorous) **
AA17	EX	C: SS are circling from Nos. 1-5 what is important to unimportant S: (Hispanic) Do you draw a circle on No. 10? (emphasizing importance) T& His. SS: L **
AA18	EX	C: Discussing what is important S: Coffee is important (joking) T: L **
		C: Discussing what is useful
AA19	TABOO	S: Useful underpants SS: some L **
		C: The question what is the most important thing in your life.
AA20	EX	S: Coffee **
AA20B	EX	C: Discussing what is the most important thing in life. S (male): Women **
		T: Women are important...
AA21	EX	S: (female): necessary SS: L **
AA22	EX	C: see above T: women are important but men are... S (male): important SS: some L **

S: Children are more important than dogs.
AA27 EX SS: L

****

T: My family. I don't mean my family but
AA28 LH your family
S: Your family? (kidding)

****

AA32 CON C: Statement 5 is My teacher, as in My
teacher is more important than...
S: (To T) Say the question for #5
T: L
SS: L

****

S: joke about comb being not that important
AA33 EX SS: laugh

****

S: Children are more important than soap
AA34 EX SS: L

****

S: My family is more important than my
uncle.
AA35 KNOW SS: L

****

AA41 EM C: after class T to S (Chinese)
T: your English is very good
SS: (hand signals to indicated going down
and L)

****

C: Allen had been out the day before
BB1 EM S: Money is not important, but health is
important.
SS: L

****

BB2A LH S: Denise 1 and Denise 2
SS: L

****

BB8B TABOO C: Talking about girlfriends
Vincent: They count the stars
SS: (few) giggle

****

C: 4 female students discussing would it be
better to be a doctor or a dentist.
BB11 CON Ss: L
T: What is funny?
S: It is fun to be a doctor

****

BB12 EX C: 2 male students working together
S1: If you buy a 747 there would be no place
to park it.

****

BB12A EX S2: I can buy an island
SS: L
****
C: Ss discussing if they would rather be a
BB13 CON bird or a fish
SS: L
****
BB17 EM C: (T told me later) One S's husband was away so she was acting giddy because he phoned her and the other SS were kidding her.
Ss: L
****
C: S1 to S
CC4 LH S1: Do you understand?
S2: Completely.
S1: Do you understand completely?
SS: L
****
S2: You say please when you ask a child?
CC5 AG S1: Yes
S2: L
****
T: When people see that other people would know a foreign person wrote that.
CC6 EX S2: How about England?
SS: L
****
S: When you are brushing you should use a mirror.
CC7 AG S1: L
****
T: Why is it weak advice?
CC8 CON S2: Because you told us yesterday!
S2: L
****
CC9 EX T: Did you get a strong or weak [response]?
S: Middle
S: L
****
T: What is an example of a competition?
CC10 CON S: A horse race
Ss: L
****
C: Ss misspells word (means contest)
CC11 KNOW S: C-O-N-C-U-R-L
Ss: L
****
CC17 EM S: recounts how older sister was better than her & L (nervousness?)
****

```
CC22 EX          C:   Discussion of a problem posed in a Dear
                      Abbey column about sibling rivalry; all
                      the teachers and students compare her to
                      her older sister.
                 S:   (in pair) Have her change schools.
                 SS:  (in pair) L
                 ****************************************
                 C:   Can't say what she wants to say
CC24 EM          S:   L (at self)
                 ****************************************
                 C:   S misunderstood another student
CC25 KNOW        S:   Holly's sister should transfer out of
                      the school?
                 SS:  L
                 ****************************************
CC26A EX         S1:  I understand
                 SS:  L
                 ****************************************
                 T:   Do you understand?
CC27 EM          S1:  Yes I understand -- L
                 ****************************************
                 C:   S is struggling to respond to T
CC29 EX          T:   Can someone help her.
                 S1:  (who had been S's partner) I can!
                 ****************************************
CC31A EX         S1:  May I help you?
                 SS:  L
                 ****************************************
CC31B KNOW       T:   Do you want S1 to help you?
                 S:   no
                 SS:  L
                 ****************************************
CC31C EX         T:   (after a long time) S1 just get her
                      started.
                 S1:  ... (with laugh) I forgot!
                 SS:  L
                 ****************************************
                 C:   Not many people in class (8:00 a.m.,
                      Monday morning)
DD1  EX          T:   Where is everyone?
                 S:   Sleeping.
                 SS:  L
                 ****************************************
                 T:   When you are depressed what do you do?
DD11 CON         S:   I eat a lot.
                 SS:  L
                 ****************************************
                 T:   When you are depressed what do you do?
DD12 CON         S:   I take a shower.
                 SS:  L
                 ****************************************
```

T: When you are depressed what do you do?
DD14 TABOO S: I go to a bar and drink.
SS: Some L (subdued)
****
C: Chinese Student (S1) giving short talk
DD20 EX about herself saying she speaks various native languages. Note: S2 is Israeli.
S2: You speak English!
****
DD20A EX S2: What about the people
S1: very friendly!
S2: Like me!
****
C: Describing someone in picture. Student
DD21 EM says person looks depressed.
S2: I say he looks scared not depressed.
S: ok
SS: L
****
C: The person in the picture is holding his head.
DD23 CON S: He has a stomachache.
****
S: He drank a lot of coffee.
DD24 EX SS: L
****
DD25 KNOW C: Czechoslovakia just lost to W. Germany in soccer match
S: (Nicaraguan) He is from Czech. and he was watching the game between W. Germany and Czech.
SS: L
****
DD26 EX S: He had an argument with his wife and is still angry.
SS: L
****
S: Maybe he killed someone.
DD27 EX SS: L
****
DD28 AG S: He has Aids and is waiting for death.
SS: L (some)
****
S: He has to pay the rent next day and has
DD29 EX no money.
SS: L
****
S: Maybe he is crazy
DD30 EX SS: L (some)
****

C: S2 is adamant he knows what the picture is about
S2: I tell you...
DD31 EM SS: L

****

C: S talking about someone breaking into
DD32 CON her home.
T: What did you take
S: A knife
SS: L

****

DD33 CON S: I stayed in my room with my knife.
SS: L

****

DD34 EX C: S talking about someone breaking into her home. She picked up a knife and went looking for the person.
S2: You are lucky you didn't go one way and your husband the other and you meet in the middle.
SS: L

****

C: Discussing what the man in a picture had been advertising
DD35 EM S2: I think it was a security system.
SS: L

****

DD37 EX S: For computer. If you have a computer it can do many things.
SS: L (some)

****

T: What is this advertisement for?
DD38 EX S: For lawyers
SS & T: L (some)

****

C: Discussing wedding customs. One Chi
DD40 TABOO student says that friends spend the night before the wedding sleeping together
S2: The men sleep with the women?
SS: L

****

S: Doing what?
DD41 TABOO SS: L (some)

****

C: People fast the day before wedding.
DD44 EX S: They get dizzy.
SS: L

****

DD48	CON	C:	A tradition to kidnap bride
		T:	Does the groom still steal the bride?
		S:	Sounds romantic
		SS:	L (some)
			**
		C:	In one culture the husband kidnaps the bride.
		S2:	The bride's family said it was okay
DD49	EX	SS:	L
			**
		S2:	A 14 year old (the bride] and a man who looked like a monkey [the groom]
DD51	CON	SS:	L
			**
		C:	Talking about going to the zoo. T tells them they can bring various members of their families.
EE6	CON	S:	Pets?
		T:	(L) no pets
		S:	L
			**
		C:	T says don't tell people your age.
EE15	EX	S:	People ask how old when you get here and then how many years you have been here....
		SS:	L
			**
EE25	TABOO	S:	Joke about nice looking person being called a bon bon in Spanish
		SS:	L (other Hispanic?)
			**
EE30	LH	C:	S reports how they use bon bon for nice looking women
	TABOO?	S:	They say bye bye bon bon
		SS:	L
			**
		S:	You can eat a duck but not a dock!
EE40	LH	T:	You can eat a duck but not a dock.
		SS:	L
			**
		T:	Do you have any preventive medicine in
EE41	EX		your daily life?
		S:	Eat! L
			**
		S:	Washing your hands!
EE42	EX	SS:	L
			**

C: computers doing job of therapists
EE44 EM T: Would you like or dislike the computer if you were a therapist?
S: Dislike
T: Why
S: Lose a job. L
****
S: Desertification, is that correct?
FF17 LH T: L. That's good
****
FF18 LH T: What happens to people when they loose their homes?
SS: They become homeless -- L
****
FF20 EX C: Answering what happens to people when they lose their homes.
S: They find a new home -- L
****
T: What would you do if people moved to your country.
FF21 EM S: (Palestinian) I would fight them and kick them out
SS: L
****
FF22 EX S: If a lot of people move to my country it would look smaller.
SS: L
****
FF23 CON S: (Asian female) I would kill them.
SS: L
****
FF27 PH C: An Italian and Chinese student are making hand signals to each other and Laughing
****
C: What would happen if the world didn't exist.
S: And there would be no George.
FF28 EX SS & T: L
****
C: T says "piece of cake"
FF29 KNOW S: (seriously) What language is that?
SS: L
****
S: Taco Bell
FF30 CON SS: L
T: What does that have to do with piece of cake?
SS: L
****

FF31 EX	C:	Question How long have you been in the US.
	S:	I have been here for ever and ever.
	S:	L
		***************************************
FF32 EM	C:	Working on present perfect. Giving examples.
	S:	I have been thinking of you.
	SS:	L
		***************************************
	C:	Student has trouble answering question
FF34 EM	S:	Phewww
	SS:	L
		***************************************
	C:	The day is a Monday
GG3 NL	T:	If talking about Saturday can you say yesterday?
	S1:	Yes...if you say it on Sunday!
	SS:	No L
		***************************************
	C:	yesterday was Sunday
GG8 KNOW	T:	Were you at school yesterday afternoon?
	S:	Yes I was
	SS:	(some) L
		***************************************
	T:	Were you at school yesterday morning?
GG9 KNOW	S:	Yes.
	SS:	L
		***************************************
	T:	Where were you yesterday morning?
GG11 TABOO? EM?	S:	In bed
	SS:	(some) L
		***************************************
GG18 EM	C:	S1 is not holding up both hands as asked
	T:	What's wrong with your other arm?
	S:	Nothing & L
		***************************************
	T:	When do you stretch -- in the morning?
GG20 EX	S:	In here
		***************************************
	C:	Man in lesson forgot about his date with woman.
GG21 EX	T:	What happened?
	S:	He forgot
	SS:	(some) L
		***************************************
	C:	S gets carried away in dialogue and says more than is required.
GG24 KNOW	S:	Hi Jason How are you.
	SS:	L
		***************************************

C: S keeps making mistakes
GG25 AG SS: L
****
C: T returning papers to student
GG28 EM S: (before seeing paper) very poor.
SS: (some) L
****
HH3 CON C: T has said she had fun on weekend
S: Did you clean your house?
SS: L
****
HH6 EX C: Sam was a trouble maker that who went to the next level.
T: Is it possible for an adult not to be in control?
S: Like Sam?
SS: (Some) L
****
C: T composes sentence "I like him but he's __________"
HH12 CON S: Mean.
SS: (some) L
****
S: Put it [cat] in the microwave.
HH15 AG SS: L
****
HH20 EX C: Me leaving before test
S1 (to friend -- Hispanic): She knows English & L
****
II2 AG [1] C: STUDENT ASKING ABOUT DOING A MAKEUP SPEECH. HE'S CONCERNED ABOUT DOING WORSE ON THE SECOND ONE THAN THE FIRST ONE.
S: WHAT IF I GET A LOWER GRADE?
SS: L
****
II3 CON C: S GIVING SPEECH ABOUT DOGS
S: THEY WANT THEIR DOG TO ENJOY THE DOG LIFE.
SS: L
****
II4 AG C: SPEECH ON CREDIT
S: I GOT MANY REJECT LETTERS TOO
SS: L
****

---

1) Uncorroborated notes are in all capitals to differentiate them from corroborated ones.

```
II5  EX         C:   S DEMONSTRATING HOW TO MAKE KIMCHEE
                S:   THIS [KIMCHEE] SMELLS VERY STRONG SO
                     [PUTS IN A CONTAINER] NO SMELL
                SS:  L
II10 TABOO      C:   S BELCHES LOUDLY
                SS:  L
                ***************************************
II11 AG         C:   S TURNS IN PAPER AND SOME CLAP FOR HER
                SS:  L
```

APPENDIX E
STUDENT-INITIATED HUMOR ACTS BY CATEGORY

AGGRESSION HUMOR

Class

S2: You say please when you ask a child?
CC5 S1: Yes
S2: L
****
S: When you are brushing you should use a mirror.
CC7 S1: L
****
DD28 S: He has Aids and is waiting for death.
SS: L (some)
****
C: S keeps making mistakes
GG25 SS: L
****
S: Put it [cat] in the microwave.
HH15 SS: L
****
II2 [1] C: STUDENT ASKING ABOUT DOING A MAKEUP SPEECH. HE'S CONCERNED ABOUT DOING WORSE ON THE SECOND ONE THAN THE FIRST ONE.
S: WHAT IF I GET A LOWER GRADE?
Ss: L
****
II4 C: SPEECH ON CREDIT
S: I GOT MANY REJECT LETTERS TOO
SS: L
****
II11 C: S TURNS IN PAPER AND SOME CLAP FOR HER
SS: L
****

---

[1] Uncorroborated notes are in all capitals to differentiate them from corroborated ones.

CONTRAST HUMOR

Class

S: [writes] chicken is necessary
AA4 SS: L
****
AA32 C: Statement 5 is My teacher, as in My teacher is more important than...
S: (To T) Say the question for #5
T: L
SS: L
****
C: 4 female students discussing would it be better to be a doctor or a dentist.
BB11 Ss: L
T: What is funny?
S: It is fun to be a doctor
****
C: Ss discussing if they would rather be a bird or a fish
BB13
SS: L
****
T: Why is it weak advice?
CC8 S2: Because you told us yesterday!
S2: L
****
T: What is an example of a competition?
CC10 S: A horse race
Ss: L
****
T: When you are depressed what do you do?
DD11 S: I eat a lot.
SS: L
****
T: When you are depressed what do you do?
DD12 S: I take a shower.
SS: L
****
C: The person in the picture is holding his head.
DD23 S: He has a stomachache.
****
DD32 C: S talking about someone breaking into her home.
T: What did you take
S: A knife
SS: L
****
DD33 S: I stayed in my room with my knife.
SS: L
****

DD48 C: A tradition to kidnap bride
T: Does the groom still steal the bride?
S: Sounds romantic
SS: L (some)
****
S2: A 14 year old (the bride] and a man who looked like a monkey [the groom]
DD51 SS: L
****
C: Talking about going to the zoo. T tells them they can bring various members of their families.
EE6 S: Pets?
T: (L) no pets
S: L
****
FF23 S: (Asian female) I would kill them.
SS: L
****
S: Taco Bell
FF30 SS: L
T: What does that have to do with piece of cake?
SS: L
****
HH3 C: T has said she had fun on weekend
S: Did you clean your house?
SS: L
****
C: T composes sentence "I like him but he's _________"
HH12 S: Mean.
SS: (some) L
****
II3 C: S GIVING SPEECH ABOUT DOGS
S: THEY WANT THEIR DOG TO ENJOY THE DOG LIFE
SS: L
****

EMOTION HUMOR

Class

AA41 C: after class T to S (Chinese)
T: your English is very good
SS: (hand signals to indicated going down and L)
****
C: Allen had been out the day before
BB1 S: Money is not important, but health is important.
SS: L
****
BB17 C: (T told me later) One S's husband was away so she was acting giddy because he phoned her and the other SS were kidding her.
Ss: L
****
CC17 S: recounts how older sister was better than her & L (nervousness?)
****
C: Can't say what she wants to say
CC24 S: L (at self)
****
T: Do you understand?
CC27 S1: Yes I understand -- L
****
C: Describing someone in picture. Student
DD21 says person looks depressed.
S2: I say he looks scared not depressed.
S: ok
SS: L
****
C: S2 is adamant he knows what the picture is about
S2: I tell you...
DD31 SS: L
****
C: Discussing what the man in a picture had been advertising
DD35 S2: I think it was a security system.
SS: L
****
C: computers doing job of therapists
EE44 T: Would you Like or disliKe the computer if you were a therapist?
S: Dislike
T: Why
S: Lose a job. L
****

T: What would you do if people moved to your country.
FF21 S: (Palestinian) I would fight them and kick them out
SS: L

****

FF32 C: Working on present perfect. Giving examples.
S: I have been thinking of you.
SS: L

****

C: Student has trouble answering question
FF34 S: Phewww
SS: L

****

T: Where were you yesterday morning?
GG11 S: In bed
SS: (some) L

****

GG18 C: S1 is not holding up both hands as asked
T: What's wrong with your other arm?
S: Nothing & L

****

C: T returning papers to student
GG28 S: (before seeing paper) very poor.
SS: (some) L

****

EXAGGERATION HUMOR

Class

AA8 T: What more useful than shoes
S: pants
SS: L (T laugh too -- influence?)
****
AA13 C: Discussing health and money.
S: (shouts out) Welfare!
****
AA15 C: Long-running coffee joke
T: Coffee in the morning is important or unimportant?
SS: unimportant (no Ls but tone is humorous)
****
AA17 C: SS are circling from Nos. 1-5 what is important to unimportant
S: (Hispanic) Do you draw a circle on No. 10? (emphasizing importance)
T& His. SS: L
****
AA18 C: Discussing what is important
S: Coffee is important (joking)
T: L
****
C: The question what is the most important thing in your life.
AA20 S: Coffee
****
AA20B C: Discussing what is the most important thing in life.
S (male): Women
****
T: Women are important...
AA21 S: (female): necessary
SS: L
****
AA22 C: see above
T: women are important but men are...
S (male): important
SS: some L
****
S: Children are more important than dogs.
AA27 SS: L
****
S: joke about comb being not that important
AA33 SS: laugh
****
S: Children are more important than soap
AA34 SS: L
****

BB12 C: 2 male students working together
S1: If you buy a 747 there would be no place to park it.
****
BB12A S2: I can buy an island
SS: L
****
T: When people see that other people would know a foreign person wrote that.
CC6 S2: How about England?
SS: L
****
CC9 T: Did you get a strong or weak [response]?
S: Middle
S: L
****
CC22 C: Discussion of a problem posed in a Dear Abbey column about sibling rivalry; all the teachers and students compare her to her older sister.
S: (in pair) Have her change schools.
SS: (in pair) L
****
CC26A S1: I understand
SS: L
****
C: S is struggling to respond to T
CC29 T: Can someone help her.
S1: (who had been S's partner) I can!
****
CC31A S1: May I help you?
SS: L
****
CC31C T: (after a long time) S1 just get her started.
S1: ... (with laugh) I forgot!
SS: L
****
C: Not many people in class (8:00 a.m., Monday morning)
DD1 T: Where is everyone?
S: Sleeping.
SS: L
****
C: Chinese Student (S1) giving short talk
DD20 about herself saying she speaks various native languages. Note: S2 is Israeli.
S2: You speak English!
****
DD20A S2: What about the people
S1: very friendly!
S2 Like me!
****

S: He drank a lot of coffee.
DD24 SS: L
****
DD26 S: He had an argument with his wife and is still
angry.
SS: L
****
S: Maybe he killed someone.
DD27 SS: L
****
S: He has to pay the rent next day and has
DD29 no money.
SS: L
****
S: Maybe he is crazy
DD30 SS: L (some)
****
DD34 C: S talking about someone breaking into her
home. She picked up a knife and went looking
for the person.
S2: You are lucky you didn't go one way and your
husband the other and you meet in the middle.
SS: L
****
DD37 S: For computer. If you have a computer it can
do many things.
SS: L (some)
****
T: What is this advertisement for?
DD38 S: For lawyers
SS & T: L (some)
****
C: People fast the day before wedding.
S: They get dizzy.
DD44 SS: L
****
C: In one culture the husband kidnaps the bride
S2: The bride's family said it was okay
DD49 SS: L
****
C: T says don't tell people your age.
EE15 S: People ask how old when you get here and then
how many years you have been here....
SS: L
****
T: Do you have any preventive medicine in
EE41 your daily life?
S: Eat! L
****
S: Washing your hands!
EE42 SS: L
****

FF20 C: Answering what happens to people when they lose their homes.
S: They find a new home -- L

****

FF22 S: If a lot of people move to my country it would look smaller.
SS: L

****

C: What would happen if the world didn't exist.
S: And there would be no George.
FF28 SS & T: L

****

FF31 C: Question How long have you been in the US.
S: I have been here for ever and ever.
S: L

****

T: When do you stretch -- in the morning?
GG20 S: In here

****

C: Man in lesson forgot about his date with woman.
GG21 T: What happened?
S: He forgot
SS: (some) L

****

HH6 C: Sam was a trouble maker that who went to the next level.
T: Is it possible for an adult not to be in control?
S: Like Sam?
SS: (Some) L

****

HH20 C: Observer leaving before test
S1 (to friend -- Hispanic): She knows English & L

****

II5 C: S DEMONSTRATING HOW TO MAKE KIMCHEE
S: THIS [KIMCHEE] SMELLS VERY STRONG SO [PUTS IN A CONTAINER] NO SMELL
SS: L

****

KNOWLEDGE HUMOR

Class

S: My family is more important than my uncle.
AA35 SS: L
****
C: Ss misspells word (means contest)
CC11 S: C-O-N-C-U-R-L
Ss: L
****
C: S misunderstood another student
CC25 S: Holly's sister should transfer out of the school?
SS: L
****
CC31B T: Do you want S1 to help you?
S: no
SS: L
****
DD25 C: Czechoslovakia just lost to W. Germany in soccer match
S: (Nicaraguan) He is from Czech. and he was watching the game between W. Germany and Czech.
SS: L
****
C: T says "piece of cake"
FF29 S: (seriously) What language is that?
SS: L
****
C: yesterday was Sunday
GG8 T: Were you at school yesterday afternoon?
S: Yes I was
SS: (some) L
****
T: Were you at school yesterday morning?
GG9 S: Yes.
SS: L
****
C: S gets carried away in dialogue and says more than is required.
GG24 S: Hi Jason How are you.
SS: L
****

LINGUISTIC HUMOR

Class

AA28 T: My family. I don't mean my family but your family
S: Your family? (kidding)
****
BB2A S: Denise 1 and Denise 2
SS: L
****
C: S1 to S
CC4 S1: Do you understand?
S2: Completely.
S1: Do you understand completely?
SS: L
****
EE30 C: S reports how they use bon bon for nice looking women
S: They say bye bye bon bon
SS: L
****
S: You can eat a duck but not a dock!
EE40 T: You can eat a duck but not a dock.
SS: L
****
S: Desertification, is that correct?
FF17 T: L. That's good
****
FF18 T: What happens to people when they loose their homes?
SS: They become homeless -- L
****

NO LAUGH

Cls Type

Cls	Type		
		C:	The day is a Monday
GG3	EX	T:	If talking about Saturday can you say yesterday?
		S1:	Yes...if you say it on Sunday!
		SS:	No L

****

PHYSICAL HUMOR

Class

FF27 C: An Italian and Chinese student are making hand signals to each other and Laughing

****

TABOO HUMOR

Class

C: Discussing what is useful
AA19 S: Useful underpants
SS: some L
****
BB8B C: Talking about girlfriends
Vincent: They count the stars
SS: (few) giggle
****
T: When you are depressed what do you do?
DD14 S: I go to a bar and drink.
SS: Some L (subdued)
****
C: Discussing wedding customs. One Chi
DD40 student says that friends spend the night
before the wedding sleeping together
S2: The men sleep with the women?
SS: L
****
S: Doing what?
DD41 SS: L (some)
****
EE25 S: Joke about nice looking person being called a
bon bon in Spanish
SS: L (other Hispanic?)
****
EE30 C: S reports how they use bon bon for nice
looking women
S: They say bye bye bon bon
SS: L
****
T: Where were you yesterday morning?
GG11 S: In bed
SS: (some) L
****
II10 C: S BELCHES LOUDLY
SS: L
****

APPENDIX F
NO LAUGH HUMOR ACTS BY CLASS

Cls	Type	
AA11	CON	C: Working on comparatives T: Is a house more important than chicken? S: no L
AA25	EX	C: see above (SS have money & thermometer) T: Money is more useful than thermometer except when you are sick SS: no L
AA26	LH	T: gibberish sounds representing word SS: no L
AA30	KNOW	C: comparing things to teacher T: Be careful what you say about dogs here! SS: no L
AA31	KNOW (STRANGE PERSON?)	Me: better to say teacher is better than anything S: no L
AA39	LH	T: earthquake. kabanga--blinky (indicated back and forth) SS: no L
CC12	KNOW	S: 2 boys and 1 girl. T: A love triangle (comically)? SS: no L
CC16	EX	T: I think people who have an older sister have a special problem. SS: no L
CC26	EX	T: Do you understand? SS: no L
DD2A	EX	C: Story about an ex-boyfriend who has been invited to his ex's wedding. Although this is a serious subject there seemed to me some potential for laughter in the uncomfortable situation or incredulous of it. T: Who invited him to the wedding? SS: no L

DD5	EM	T: What would they [people] say [if you went to an ex's wedding]? She wants him back? SS: no L (see note above; could be funny)
DD13	KNOW	C: SS talk about showers T: cold or hot? SS: no L
EE5	EX	T: You can bring your husbands, wives, children grandmothers, grandfathers, neighbors... SS: no L
EE8	CON (TABOO?)	T: These apes are our cousins! SS: No L
EE22	LH	T: (cracking up over minimal pairs/rhyming) SS: no L
EE23	LH	T: What is black and white and read all over? (explain) S: no L
EE24	EX	T: We say that because we are American and can say anything we want SS: no L
FF4	EX	C: T apologizes for being late in funny voice. SS: no L
FF8	LH	S: What of the trip? T: (mimicking accent) the trrrripppe? SS: no L
FF37	PH	C: S sticking out tongue T: Put your tongue in S: sticks tongue out SS: no L
GG1	EX	C: T introduces me and says I will be watching T: Everybody be good -- OK? SS: no L

GG3 EX[1] C: The day is a Monday
T: If talking about Saturday can you say yesterday?
S1: Yes...if you say it on Sunday!
SS: NL
****
C: Talking about old man
GG6 CON T: Maybe he's at the racetrack?
SS: no L
****
C: Discussing being in bed
GG12 TABOO T: I'm tempted to ask another question...but I won't.
SS: no L
****
T: Dim Sum is the extent of my bilingual abilities.
GG13 EX SS: no L
****
C: S looking something up in dictionary
GG19 EX T: (to me) if it's not in Chinese it doesn't count.
SS: no L
****
C: T asks Ss when they stretch. One answers "in here."
GG20A EX T: True we stretch everyday in here at 11:30.
SS: no L
****
C: Ss working in pairs. T in room across hall rang a bell.
HH5 CON T: Did you hear that bell? It was for you. The other teacher knew it was time for you to stop!
SS: no L
****
C: T talking about the word apostrophe
HH7 EX T: Why do we spell it in such a stupid way?
SS: no L
****
HH9A EM T: Sometimes I feel like you don't believe me.
SS: no L
****

---

1) Student-initiated Humor Act.

HH14 AG
T: He's mean to his cat.
SS: no L
****

HH16 CON
C: T composing sentence.
T: I learn a lot but it's a little boring.
SS: no L
****

HH17 CON
C: T discussing why you can put though at the end of a sentence but not although.
T: Don't ask me why; ask the first Englishman.
SS: no L.
****

KK4 EX [2]
C: S READING SENTENCE ABOUT HEMINGWAY.
T: YOU DON'T LIKE SAYING HIS NAME, DON'T LIKE READING HIS BOOKS?
SS: NO L
****

KK6 EX
C: DISCUSSING EXPERIMENTS
T: IT DOESN'T MATTER WHO DID IT. OF COURSE THE ONE WHO DID IT FIRST THINKS IT MATTERS.
SS: NO L
****

KK9 CON
C: T WRITES SENTENCE ON BOARD
T: IT'S [THE STATEMENT] NOT TRUE; I JUST MADE IT UP
SS: NO L
****

KK14 CON
C: STUDENT READING OUT LOUD
S: I HAVE BEEN SO WORRIED LATELY
T: ME TOO
SS: NO L
****

KK15 EX
C: STUDENTS GETTING READY TO LEAVE WHILE T IS STILL TALKING
T: YOU WILL MISS THE PEARLS OF WISDOM THAT DROP FROM MY LIPS
SS: NO L
****

---

2) Uncorroborated notes are in all capitals to differentiate them from corroborated ones.

APPENDIX G
NO LAUGH HUMOR ACTS BY CATEGORY

AGGRESSION HUMOR

HH14 T: He's mean to his cat.
SS: no L

****

CONTRAST HUMOR

AA11 C: Working on comparatives
T: Is a house more important than chicken?
S: no L
****
EE8 T: These apes are our cousins!
SS: no L
****
C: Talking about old man
GG6 T: Maybe he's at the racetrack?
SS: no L
****
C: Ss working in pairs. T in room across hall rang a bell.
HH5 T: Did you hear that bell? It was for you. The other teacher knew it was time for you to stop!
SS: no L
****
HH16 C: T composing sentence.
T: I learn a lot but it's a little boring.
SS: no L
****
HH17 C: T discussing why you can put though at the end of a sentence but not although.
T: Don't ask me why; ask the first Englishman.
SS: no L.
****
KK9 [1] C: T WRITES SENTENCE ON BOARD
T: IT'S [THE STATEMENT] NOT TRUE; I JUST MADE IT UP
SS: NO L
****
KK14 C: STUDENT READING OUT LOUD
S: I HAVE BEEN SO WORRIED LATELY
T: ME TOO
SS: NO L
****

---

1) Uncorroborated notes are in all capitals to differentiate them from corroborated ones.

EMOTION HUMOR

DD5

T: What would they [people] say [if you went to an ex's wedding]? She wants him back?

SS: no L (see note above; could be funny)

****

HH9A

T: Sometimes I feel like you don't believe me.

SS: no L

****

EXAGGERATED HUMOR

AA25 C: see above (SS have money & thermometer)
T: Money is more useful than thermometer except when you are sick
SS: no L
****
CC16 T: I think people who have an older sister have a special problem.
SS: no L
****
T: Do you understand?
CC26 SS: no L
****
DD2A C: Story about an ex-boyfriend who has been invited to his ex's wedding. Although this is a serious subject there seemed to me some potential for laughter in the uncomfortable situation or incredulous of it.
T: Who invited him to the wedding?
SS: no L
****
EE5 T: You can bring your husbands, wives, children grandmothers, grandfathers, neighbors...
SS: no L
****
EE24 T: We say that because we are American and can say anything we want
SS: no L
****
FF4 C: T apologizes for being late in funny voice.
SS: no L
****
GG1 C: T introduces me and says I will be watching
T: Everybody be good -- OK?
SS: no L
****
GG3 [2] C: The day is a Monday
T: If talking about Saturday can you say yesterday?
S1: Yes...if you say it on Sunday!
SS: No L
****

---

2) Student-initiated Humor Act.

T: Dim Sum is the extent of my bilingual abilities.

GG13 SS: no L

****

C: S looking something up in dictionary

GG19 T: (to me) if it's not in Chinese doesn't count.

SS: no L

****

C: T asks Ss when they stretch. One answers "in here."

GG20A S: In here

T: True we stretch everyday in here at 11:30.

SS: no L

****

C: T talking about the word apostrophe

HH7 T: Why do we spell it in such a stupid way?

SS: no L

****

KK4 C: S READING SENTENCE ABOUT HEMINGWAY.

T: YOU DON'T LIKE SAYING HIS NAME, DON'T LIKE READING HIS BOOKS?

SS: NO L

****

KK6 C: DISCUSSING EXPERIMENTS??

T: IT DOESN'T MATTER WHO DID IT. OF COURSE THE ONE WHO DID IT FIRST THINKS IT MATTERS.

SS: NO L

****

KK15 C: STUDENTS GETTING READY TO LEAVE WHILE T IS STILL TALKING

T: YOU WILL MISS THE PEARLS OF WISDOM THAT DROP FROM MY LIPS

SS: NO L

****

KNOWLEDGE HUMOR

AA30
C: comparing things to teacher
T: Be careful what you say about dogs here!
SS: no L
****

AA31
Me: better to say teacher is better than anything
S: no L
****

CC12
S: 2 boys and 1 girl.
T: A love triangle (comically)?
SS: no L
****

DD13
C: SS talk about showers
T: cold or hot?
SS: no L
****

LINGUISTIC HUMOR

AA26	T: gibberish sounds representing word
	SS: no L
	**
AA39	T: earthquake. kabanga--blinky (indicated back and forth)
	SS: no L
	**
	T: (cracking up over minimal pairs/rhyming)
EE22	SS: no L
	**
EE23	T: What is black and white and read all over? (explain)
	S: no L
	**
	S: What of the trip?
FF8	T: (mimicking accent) the trrrripppe?
	SS: no L
	**

PHYSICAL HUMOR

FF37

C: S sticking out tongue
T: Put your tongue in
S: sticks tongue out
SS: no L

****

STRANGE PERSON

AA31

Me: better to say teacher is better than anything
S: no L

****

TABOO HUMOR

EE8 T: These apes are our cousins!
SS: no L
****
C: Discussing being in bed
GG12 T: I'm tempted to ask another question...but I won't.
SS: no L
****